

TEACHING AMERICAN HISTORY 2002 GRANTS
Program Abstracts

ALASKA

Grantee: Anchorage School District, Anchorage, Alaska
Project Name: The Anchorage Teaching American History Project
Project Director: Mary Bristol (907) 742-4839
Funding: \$772,053
Number of Teachers Served: 40
Number of School Districts Served: 1
Number of Students Served: No information available

The Anchorage Teaching American History Project is a 3-year professional development initiative designed to create 40 teacher and 5 administrator leaders in American History. Partnering with the University of Alaska-Anchorage History Department and School of Education and Alaska Humanities Forum, the district will offer an interlocking sequence of colloquia, summer institutes, and study groups on American history. Visiting historians and instructors include 11 scholars of national rank. Participants will practice historiography, read recommended works, interact with historians, mentor other grade-level teachers in their own and other schools, and produce and model exemplary standards-based U.S. history units for the core social studies curriculum. New curriculum units will be field-tested in the district's 20 schools representing a range of Title I and high-needs populations. Content addresses U.S. colonization and early citizenship; U.S. history to 1900 including westward expansion, Revolutionary War, the Constitution, slavery and Civil War, reconstruction; 20th century U.S. and the world, global issues, struggles for citizenship rights and responsibilities, economic, social, political and cultural events.

ALABAMA

Grantee: Madison County Board of Education, Huntsville, AL
Project Name: Preparing Our Future by Tracing the Past
Project Director: David King (256) 852-1086; email: dking@madison.k12.al.us
Funding: \$744,596
Number of Teachers Served: 90
Number of School Districts Served: 1
Number of Students Served: 14,400

This professional development effort designed to boost student achievement in American history and increase teacher knowledge, confidence, teaching skills, and classroom management—will provide U.S. history teachers in grades 5-7 and 10-12 with staff

development, experiential learning, and professional collaboration. Partners include Peabody College at Vanderbilt University, Athens State University, University of Alabama in Huntsville, University of North Alabama, and the American Village, a living history museum. Participants will make extended trips to sites illustrating historical periods and develop lessons based on visits. Site-based content addresses: the beginning of American history; war, death, and the gateway to the West; and Virginia's historic triangle to the heart of the nation.

Grantee: City of Opelika Board of Education, Opelika, AL

Project Name: American Heritage Academy Teaching American History Grant Program

Project Director: Betty Wingo (334) 745-9733; email: litlbett@aol.com

Funding: \$999,944

Number of Teachers Served: 102

Number of School Districts Served: 2

Number of Students Served: 7,411

Opelika City Schools is partnering with Auburn City Schools, Auburn University and the Museum of East Alabama to establish the "American Heritage Academy" to serve 102 teachers of Alabama State History, U.S. History and U.S. Government and Economics within the Opelika and Auburn school districts. The Academy will be a "learning network" bringing together local and national experts in two main areas: content knowledge to increase teacher's knowledge of American History; and pedagogical knowledge and methods for making American History exciting and engaging for the more than 7,400 students served. Teachers will participate in a series of professional development workshops and trips based upon Best Practice Standards that support the Alabama Core Curriculum. These workshops and trips will be led by American History and Education professors, master K-12 teachers, and local historians whose expertise range from the fields of 20th Century U.S. History and Southern History to the Civil Rights Movement and African American History. Teacher participants will be given a wide array of educational materials, support services including a program website, and peer mentoring opportunities to enhance their learning experience.

ARIZONA

Grantee: Page Unified School District, Page, AZ

Project Name: Teaching American History

Project Director: Phil Baca (928) 608-4117; email: pbaca@pageud.k12.az.us

Funding: \$852,974

Number of Teachers Served: No information available

Number of School Districts Served: 1

Number of Students Served: 2,500

In collaboration with Northern Arizona University and Arizona K-12 Learning Center, the district will serve as a model development and implementation site for teaching American history. Resulting curricula and instructional strategies will be made available statewide in an effort to maintain consistency across classrooms. Issues important to the large population of Native American students served by the district will be integrated into the curriculum. Teachers in grades 4-12 from all schools will participate in task forces and summer academies addressing standards-based American history content, research-based instructional strategies, and performance assessment. Supportive activities include mentoring and coaching, establishment of a district network of history teachers, Close-up teacher training in Washington, DC, site visits with students, establishment of history clubs, and website access to best practices information.

ARKANSAS

Grantee: Little Rock School District, Little Rock, AR

Project Name: Little Rock Teaching American History

Project Director: Laura E. Arnold (501) 447-3398; email: lbarno@irc.1rsd.k12.ar.us

Funding: \$995,953

Number of Teachers Served: 123

Number of School Districts Served: 1

Number of Students Served: No information available

The district will partner with National History Day, University of Arkansas at Little Rock's Department of History, Colonial Williamsburg, Kagan Professional Development, and Central High Historic National Park Site to provide an intensive ongoing professional development program focused on in-depth U.S. history content knowledge and teaching practices for all American history teachers in grades 5, 8 and 11. The project includes colloquia, creation of collegial professional networking connections, administrative support, establishment of a cadre of American history master teachers, and development of a compendium of innovative lesson plans and strategies for teaching American history that include use of state-of-the-art technology. Teachers will complete 156 hours of in-depth studies on topics within an overall framework of the 5 concepts identified in the Preamble to the U.S. Constitution.

CALIFORNIA

Grantee: San Juan Unified School District, Carmichael, CA

Project Name: Voices-American History Program

Project Director: Lorna Sheveland (916) 971-7334; email: lsheveland@sanjuan.edu

Funding: \$919,014

Number of Teachers Served: 300

Number of School Districts Served: 1

Number of Students Served: No information available

A district-wide effort to improve teaching and learning in American history, the Voices program covering history content and instructional strategies is available to all American history teachers in grades 5, 8, and 11, but will focus initially on building expertise of new teachers. Summer institutes and coaching/mentoring for participants will benefit from partnerships with the California History-Social Sciences project at the University of California, Davis, History Alive! Teachers Curriculum Institutes, Simon Wiesenthal Museum of Tolerance, California State Archives Library and local history museums. The 3-year project will build a cadre of expert teachers to provide training in the future. Creation of CD-ROMS on exemplary teaching strategies and Internet exchange of model lessons expand the reach of the professional development program.

Grantee: Clovis Unified School District, Clovis, CA

Project Name: "Teaching American History"

Project Director: Rob Darrow (559) 327-9635, robdarrow@cusd.com

Funding: \$995,400

Number of Teachers Served: 60

Number of School Districts Served: 33

Number of Students Served: 5,600

Clovis Unified School District's project will train Fresno County American History teachers to become content experts in the teaching of American History. The project will bring together 60 5th, 8th and 11th grade teachers from 187 schools in 33 school districts in Fresno County, primarily from high poverty, rural areas. Through a series of collaborative sessions with history experts, teachers receive training in content knowledge and best teaching practices to create standards-based units of learning and raise student achievement and appreciation of American History. Teachers will participate in a four-day summer immersion program, "American History Camp," and six scheduled sessions during the school year covering topics ranging from the Civil War to World War II. Sample activities to enhance teacher American History knowledge include field trips to the Fresno Historical Society-Civil War Reenactment and participation in the National WWII-VFW-National Archives Oral History Project. Clovis Unified School District has established partnerships with Fresno Pacific University,

California Department of Education, Library of Congress, Fresno County Office of Education, and Microsoft to provide the content and application expertise required to meet their project goals.

Grantee: Lawndale Elementary School District, Lawndale, CA

Project Name: Liberty Under Law: A History of America

Project Director: Robin Potchka (310) 973-1300; email: robin_potchka@lawndale.k12.ca.us

Funding: \$991,670

Number of Teachers Served: 120

Number of School Districts Served: 1

Number of Students Served: 6,007

The LEA's Liberty Under Law program aims to ensure that American history becomes a core discipline in the district's schools. The program will provide 24 days of professional development for American history teachers in grades 5 and 8 in U.S. history content and teaching strategies that integrate the arts with technology. Project partners include the Constitutional Rights Foundation, Loyola Marymount University, Pepperdine University, and the Skirball Cultural Center. The program includes an intensive 2-week summer institute for 3 cohorts of 40 teachers each year. In preparation for the institute, participants will attend history workshops, after-school study group meetings, and monthly literature discussion circles with historians, observe classroom demonstrations, and study history standards and assessments. Learning activities fulfill California standards in American history for all grades K-8. Content covers: beginnings to 1607, colonial heritage 1607-1753, movement for independence 1754-1783, forming a new nation 1784-1819, western expansion 1820-1869, Civil War and Reconstruction 1850-1877, and industrialization, immigration and reforms 1878-1914. Periods will be studied through the lens of the U.S. Constitution.

Grantee: Los Angeles Unified School District J, Los Angeles, CA

Project Name: Constructing American Identities in a Pluralistic Society

Project Director: Anita T. Robinson (213) 599-5945; email: arobin1@lauds.k12.ca.us

Funding: \$1,000,000

Number of Teachers Served: 240

Number of School Districts Served: 1

Number of Students Served: No information available

Partnering with National Center for History Education, Galef Institute, and Loyola Marymount University, the district will work with a core group of 40 5th, 8th, and 11th grade U.S. history teachers. There are four teachers from a K-12 Learning Center, year-round professional development aimed at improving content knowledge and instructional skills. Charged with mentoring 200 additional teachers, the core group will attend 3

annual history institutes, 6 school-year seminars with historians and master teachers, interact with historians, curators, and archivists, receive coaching on "Different Ways of Knowing" teaching strategies, and develop models of teaching American history as a separate academic subject. Other partners include Huntingdon Library, Los Angeles County Museum of Art, and Ronald Reagan Presidential Library. Content will focus on the Galef Institute's American history module, "Choice, Chance, Change" and Joy Hakim's *History of US* textbook series covering notable Americans from all walks of life.

Grantee: Northern Humboldt Union High School District, McKinleyville, CA
Project Name: Humboldt County Teaching American History Project
Project Director: Jack Bareilles (707) 825-2406; email: jackbareilles@hotmail.com
Funding: \$651,142
Number of Teachers Served: 80
Number of School Districts Served: 34
Number of Students Served: No information available

American history teachers in grades 5, 8, 11, and 12 will participate in this professional development effort to strengthen content knowledge, improve instructional strategies, sustain professional development in U.S. history teaching, and encourage collaboration among history educators. A core group of 40 teachers will take history course work, pedagogical training, and research-oriented trips to historic sites on the east and west coasts. In-service training, summer institutes, and U.S. history conferences are provided for an additional 40+, who will receive mentoring from core group teachers. Project partners include Humboldt State University, Humboldt County Historical Society, Blue Ox Millworks, Sumac Native American Village at Patrick's Point State Park, For Humboldt State Park, Humboldt County Maritime Museum, Clark Museum, Redwood Area History/Social Studies Project, and Stairway Academy. Course work focuses on U.S. history from pre-Columbian times to the present.

Grantee: Grant Joint Union High School District, Sacramento, CA
Project Name: E Pluribus Unum: Reading, Thinking and Writing in American History
Project Director: Nancy McTygue (530) 752-6192; email: njmctygue@ucdavis.edu
Funding: \$1,000,000
Number of Teachers Served: 65
Number of School Districts Served: 1
Number of Students Served: 10,000

Through a partnership between the school district, the Area 3 History and Cultures Project, and the University of California, Davis, the E Pluribus Unum program will address teacher subject matter preparation, coordination needs between 2 grade levels of U.S. history teachers, and student literacy needs and achievement rates in grades 8 and 11. The program features mentoring by coaches and historians, teaching strategies for

English learners, reading instruction for American history texts, and coaching in methodological strategies for analyzing historical sources.

Grantee: San Diego Unified School District, San Diego, CA

Project Name: History Links: Citizenship and American History

Project Director: Anthony Alvarado (619) 725-7113; email: aalvarado@mail.sandi.net

Funding Estimate: \$525,527

Number of Teachers Served: 90

Number of School Districts Served: 1

Number of Students Served: No information available

This professional development program targets 8th and 11th grade U.S. teachers in low-performing schools in a 143,000-student district. Its thematic framework—"what does it mean to be a good citizen in different periods of American history?"—is based on *The Good Citizen: A History of American Civic Life*, by Michael Schudson (Harvard Univ. Press, 1998). Two summer institutes each year and 8 academic sessions during the school year dealing with content knowledge and instructional skills are combined with creation of teacher teams and opportunities to observe colleagues' classrooms. The LEA's partners are the University of California, San Diego's Department of History and California History-Social Science Project CREATE, Preuss School, San Diego Museum of Art, San Diego Public Library, and Center for Civic Education. Content covers the American Revolution to the early 20th century, and continuity and change in the 20th century, including civil rights, the World Wars, industrialization, and immigration.

Grantee: Santa Ana Unified School District, Santa Ana, CA

Project Name: Teaching American History Program

Project Director: Linda Kaminski (714) 558-5521; email: lkaminski@sausd.k12.ca.us

Funding: \$879,925

Number of Teachers Served: No information available

Number of School Districts Served: 1

Number of Students Served: 60,000

The district is partnering with the University of California, Irvine's Department of History, History/Social Science Project and Humanities Out There Program to offer all American history teachers a professional development program encompassing traditional U.S. history content, a history proficiency assessment, student literacy needs, support for English language learners, and instructional skills. Activities include a 3-week invitational leadership institute on "Notions of Citizenship," a year-long academic seminar series, quarterly workshops on classroom technology applications, and development of collaborative networks/learning communities designed to sustain the program. Seminars address cooperation and conflict in the 1600s and 1700s; colonial

America; the Depression and New Deal; 19th century racial history; American Women/Womenhood in the 19th and 20th centuries; and the civil rights movement.

COLORADO

Grantee: San Luis Valley Board of Cooperative Services, Alamosa, CO

Project Name: Enriching History in Colorado (EHCO)

Project Director: Rich Loosbrock (719) 587-7332; (719)587-7771

email: rdloosbr@adams.edu

Funding: \$700,092

Number of Teachers Served: 120

Number of School Districts Served: 14

Number of Students Served: No information available

This project partners San Luis Valley BOCS with the Department of History, Government and Philosophy at Adams State College (ASC), Colorado Historical Society's Fort Garland Museum and San Luis Valley Historical Society in a professional development program for American history teachers in a 10-county area. Included are: week-long, on-campus summer institutes, follow-up visits and coaching by historians, colloquia, field trips led by scholars, outreach to students and parents, development of a history community in the San Luis Valley, teacher memberships in the National Council for History Education, and financial assistance for conferences and classroom materials.. Travel workshops are built around the founding of the republic, Civil War, and westward movement. Colloquia explore World War II, the Cold War and Great Depression.

Grantee: School District #1 in the City & County of Denver (Denver Public Schools), Denver, CO

Project Name: Building Bridges to America's Past

Project Director: Rosanne Fulton (303) 764-3505; email:

Rosanne_Fulton@dpsk12.org

Funding: \$983,348

Number of Teachers Served: 205

Number of School Districts Served: 1

Number of Students Served: No information available

In collaboration with National Council for History Education, Colorado Historical Society/Colorado Historical Museum, University of Pittsburgh's Institute for Learning, University of Colorado at Denver, Social Studies Education Consortium, and ABC-CLIO, a publisher of history resources, the district will provide a professional development program in American history teaching for one-third of all 5th grade (85) and all 8-12 (120) American history teachers. The research- and standards-based initiative features concentrated study—3-day colloquia and 6-day summer institutes—followed by 4-days of related activities to help teachers integrate content material and newly learned

instructional skills into the classroom. Content covers: Exploration and Settlement, Rise of Industry 1865-1990, American Liberty and the Constitution, Legacy of the Revolution, Westward Expansion/The Civil War, Entering the New Century, U.S. as a World Power.

Grantee: Adams County School District #12, Northglenn, CO

Project Name: Northern Colorado Partnership for Excellence in Teaching American History

Project Director: Pam Newman (720) 872-4144; email: PamNewman@adams12.org

Funding: \$999,518

Number of Teachers Served: 180

Number of School Districts Served: 5

Number of Students Served: No information available

The Colorado Partnership for Excellence in Teaching American History is a consortium of 5 school districts, 2 university history departments including the University of Northern Colorado's Hewitt Center for History and Social Science Education, 2 nonprofit history organizations, the Library of Congress, and Mid-Continent Research for Education and Learning, the project evaluator. The program calls for teachers in grades 3-5, 8, and 11 to participate in colloquia and summer institutes, follow-up activities including mentoring colleagues, and continuing inter-district projects. The Hewitt Institute will continue to host the project website and hotline after grant funding ends and provide other professional development resources. The curriculum includes 84 contact hours on: Western U.S., Three Worlds Meet, National Expansion and Reform, Emergence of Modern America, First Nations, Exploration and Colonial Settlement, Civil War and Reconstruction, U.S. as a Global Power, Colorado in U.S. History, Revolution and New Nation, Industrialism, Post World War II U.S.

CONNECTICUT

Grantee: Hartford Public Schools, Hartford, CT

Project Name: Teaching American History

Project Director: Ilene Lowenstein (860) 695-8665; email: ilowenstein@hartfordschools.org

Funding: \$991,063

Number of Teachers Served: 52

Number of School Districts Served: 1

Number of Students Served: 11,400

Combating a 47% failure rate of 11th grade history students for whom a passing grade is required for graduation, the district, Trinity College, Connecticut Historical Society, and museum educators will partner to provide American history teachers in grades 8, 10, and 11 with introductory and advanced professional development workshops and lectures designed to expand teacher content knowledge and improve the quality of teaching. A

teacher-in-residence, historian-in-residence, master teachers, and project meetings and newsletters will help transfer innovations and methods to all history classrooms. Resource Activity Packets make reproductions of primary sources, artifacts, music and other learning available to all history teachers, enhancing the teaching of early American history in 8th grade, 19th century in 10th grade, and 20th century in 11th grade. Intended as a model approach for underachieving schools, the project will be presented at state historical conferences for possible adoption by other districts.

Grantee: Stratford, CT Board of Education, Stratford, CT

Project Name: Teaching American History as a Dynamic Discipline

Project Director: Alice J. Daniels (203) 966-8478; email: adaniels84@aol.com

Funding: \$830,790

Number of Teachers Served: 50

Number of School Districts Served: 1

Number of Students Served: 3,600

The district is partnering with Fairfield University, New Britain Museum of American Art, the Organization of American Historians, and Yale University to provide an immersion program in traditional American history for secondary teachers. Overarching goals include improving students' appreciation of U.S. history as a dynamic discipline, ability to recognize multiple perspectives, support interpretations with evidence, identify concepts, and comprehend changes in interpretations over time. After-school interactive presentations by historians, workshops, summer institutes, technology training, and creation of a professional network are combined with visits to archival sites and documentation of classroom practices, resources, and historian presentations to preserve and build on project findings. Content will be finalized in collaboration with participants, but tentative themes are: "American history as seen through primary sources and local history," "Multiple perspectives in the 19th century," "The 20th century and changing points of view."

DELAWARE

Grantee: Indian River School District, Selbyville, DE

Project Name: Teaching American History in Delaware

Project Director: Raymond Wolters (302) 831-2371; email: wolters@udel.edu

Funding: \$947,547

Number of Teachers Served: 150

Number of School Districts Served: 2

Number of Students Served: 27,600

The Indian River School and Christina School Districts are partnering with the University of Delaware, Hagley Museum, Historical Society of Delaware, and Delaware State Archives to enhance teacher knowledge of traditional American history and history

teaching strategies. The project will provide 6 week-long summer institutes held at two centers of the University of Delaware, and 16 2-day American history workshops held during the school year. Lesson plans and historical documents will be shared with teachers throughout the state through team-teaching, mentoring, and the project website. Content includes presentations on: "The Economic Foundations of a Free Society," "The Constitutional Foundations for Ordered Liberty," "Thomas Jefferson and the Rights of Man," and "Abraham Lincoln, Slavery, and the Coming of the Civil War."

DISTRICT OF COLUMBIA

Grantee: District of Columbia Public Schools, Washington, DC

Project Name: Strengthening the Teaching of American History in District of Columbia Public Schools

Project Director: Mary Gill (202) 442-5599; email: mary.gill@k12.dc.us

Funding: \$997,959

Number of Teachers Served: 135

Number of School Districts Served: 1

Number of Students Served: No information available

This professional development partnership between the district and American University features 2 preparatory workshops, a summer institute offering graduate credit courses in American history and curriculum design, 2 citywide Teaching American History conferences, action research projects, access to numerous documents, artifacts, and sites in the Washington, DC area, and 3 follow-up seminars for American history teacher participants. By targeting 35% of U.S. history teachers in grades 5, 8, and 11, the district aims to create a corps of mentors and teacher leaders and develop learning communities within schools. Creation of CD-ROMs and expansion of the district's website to include project resources such as lesson plans extend the project's reach. Participants will explore themes corresponding to eras covered in the grade-level curricula: America before 1900 (5th grade); the U.S. in the 1900s (8th grade); 20th Century U.S. (11th grade).

FLORIDA

Grantee: Polk County School Board, Bartow, FL

Project Name: Teaching American History with a Florida Flavor

Project Director: Sherrie Nickell

Funding: \$908,214

Number of Teachers Served: 270

Number of School Districts Served: 1

Number of Students Served: No information available

The district will partner with The Center for Florida History at Florida Southern College, Miles College, Polk County Historical Society, and *The Ledger* (daily newspaper affiliate

of the New York Times) to enhance teacher knowledge of U.S. history and improve history teaching skills. A Teacher-in-Residence will assist access to resources, help plan 6-day summer immersion seminars for 30 participants per year, and facilitate an oral history project for students and teachers. The summer seminars involve site visits illustrating civil rights activism, Civil War battles, Native American history, colonial settlements, the Industrial Revolution and Progressive Era, and modern high-technology. Collaborations with Polk Education Foundation, Daughters of the American Revolution, and History Alive! offer grant opportunities, best practices learning, school competitions, and research-based teaching strategies. Each year, 60 elementary and secondary teachers will attend History Alive! training sessions.

Grantee: School Board of Orange County, Orlando, FL

Project Name: Relevant Experiences for American History Learners (REAL)

Project Director: Sandra Levenson (407) 317-3303; email: levenss@ocps.net

Funding: \$999,948

Number of Teachers Served: 120

Number of School Districts Served: 1

Number of Students Served: No information available

REAL partners the district with Orange County Regional History Center, Florida Humanities Council Center for Teacher Education, University of Central Florida's College of Education and College of Arts and Sciences, History Alive! Teacher Curriculum Institute, Williamsburg Teacher Institute, and Performance Learning Systems in a professional development program for 30 5th grade teachers and all 90 district 8th grade American history teachers. Aimed at giving participants opportunities to learn pedagogical strategies, build content knowledge, develop mentor/coaching skills, fostering development of a professional network, and supporting the district's K-12 literacy initiative, REAL includes summer institutes, day-long seminars, mentoring instruction, an 8-part primary source workshop, technology training, and literacy training. Content will address needs expressed by teachers: the Constitution, Cold War, colonial America, Civil War, and 1890-1920 U.S. history. Seminar topics may cover the civil rights movement, World War II in Florida, democracy in Florida.

GEORGIA

Grantee: Richmond County Board of Education, Augusta, GA

Project Name: Teaching American History

Project Director: Patricia Moore Shaffer (706) 828-3813; email:

pmoore@themorris.org

Funding: \$881,486

Number of Teachers Served: 171

Number of School Districts Served: 1

Number of Students Served: No information available

Participants in this professional development program to enhance the quality of American history instruction include 1 history teacher each year from the district's 57 elementary, middle and high schools. An additional 400 teachers in grades 4, 5, 8, and 11 will benefit from follow-up activities in the schools. The district's partners—Augusta Museum of History, Augusta State University, Morris Museum of Art, Lucy Craft Laney Museum of Black History, Historic Augusta, Georgia Humanities Council, and Georgia Public Broadcasting's PeachStar Education Services—will assist in providing 2-week summer institutes, fall and spring seminars, video production of model lessons, technology training, and development of a professional network of historians and teachers.

Grantee: Coastal Plains Region Education Service Agency, Lenox, GA

Project Name: South Georgia History Project

Project Director: Charles J. Walsh (229) 333-5645; email: cjwalsh@valdosta.edu

Funding: \$806,715

Number of Teachers Served: 45

Number of School Districts Served: 41

Number of Students Served: No information available

This effort to increase student performance in American history and teacher content knowledge and use of technological and inquiry-based instructional strategies immerses American history teachers in grades 8-11 in graduate courses, workshops and conferences aimed at creating regional Master Teachers of History. The project provides memberships to the Organization of American Historians (OAS), attendance at a national U.S. history conference, creation of a regional history teachers' consortium for ongoing collaboration, and classroom technology offering access to web-based resources. Partners include Valdosta State University's College of Education and Department of History, Okefonokee RESA, U.S. National Archives, Carter Presidential Center, Teachers Curriculum Institute, History Alive! and OAS. Graduate courses focus on the 1877-1921 era of U.S. history, examining social, political, economic and foreign affairs topics. A coordinated secondary education course requires development of lesson plans and activities for classroom application.

Grantee: Savannah-Chatham County Public Schools, Savannah, GA

Project Name: History is Monumental

Project Director: Candy Lowe (912) 201-5070; email: candy.lowe@savannah.chatham.k12.ga.us

Funding: \$1,000,000

Number of Teachers Served: 200

Number of School Districts Served: 1

Number of Students Served: 26,534

History is Monumental links local Savannah monuments with broad events in America's history with the help of project partners including History Alive!, Armstrong Atlantic State University, and the Georgia Historical Society. Designed to prepare teachers to deliver content-rich, creative and motivational lessons, establish a U.S. history mentoring program, and increase educators' technological skills, the project provides American history teachers in grades 4, 5, and 8 with summer institutes, a graduate-level survey course in American history, best practices, special history sessions, immersion days, evening lecture series, and creation of an on-line archive of primary source documents. The overall goal is a knowledgeable citizenry with a clear understanding of U.S. history and the principles enunciated in the Declaration of Independence, Federalist Papers, and Constitution.

HAWAII

Grantee: Hawaii State Department of Education, Honolulu, HI

Project Name: Thinking Historically: A Statewide Approach to the Professional Development of American History Teachers in Hawaii

Project Director: Mary Anne Soboleski (808) 394-1331; email: mary_anne_soboleski @notes.k12.hi.us

Funding: \$991,056

Number of Teachers Served: 391

Number of School Districts Served: 1

Number of Students Served: No information available

The University of Hawaii, Chaminade University, Hawaii Council for the Humanities, and museums on each major island will collaborate with the DOE to immerse pre-/in-service teachers in major issues of American history, link history with civic responsibilities, enhance instruction in low-income schools, nurture collaboration and mentoring among historians and teachers, and make technology and other resources available. Along with Visiting Scholar days for K-12 teachers, Summer History Colloquia and follow-up workshops address the colonial period and Revolution for elementary school teachers, the Civil War and Reconstruction for middle school teachers, and the 20th century for high school teachers. A recruitment program is aimed at university students and a 5-day Summer History Academy will be held for all teachers. Additional partners include Mission Houses Museum, USS Arizona Memorial, Japanese Cultural Center of Hawaii, Kauai Children's Discovery Center, and Lyman Museum.

ILLINOIS

Grantee: Chicago Public Schools, Chicago, IL

Project Name: Chicago History Project: A Model Professional Development Program

Project Director: Ana Espinoza (773) 553-6160; email: aespinoza@csc.cps.k12.il.us

Funding: \$976,445

Number of Teachers Served: 84

Number of School Districts Served: 1

Number of Students Served: No information available

The nation's third largest school district will collaborate with the Chicago Historical Society, Chicago Metro History Education Center, Constitutional Rights Foundation Chicago, the Newberry Library, the Gilder Lehrman Institute of American History, and the University of Illinois at Chicago to improve skills, raise student achievement, and create professional communities among history teachers in grades 7-12. Teachers from nearby middle and high schools are organized into 4-member professional development teams for intensive summer institutes, in-service colloquia, and programs featuring project partner resources. Institutes address political, social, cultural and economic themes reflected in initial encounters between American Indians and Europeans through the current era of globalization. Colloquia mix small group work with presentations on such topics as the Northwest Ordinance and Constitutional Convention of 1787, slavery, the Civil War and Reconstruction, progressivism and the labor movement, the New Deal, and the civil rights movement. Designed to develop teachers as scholars and reflective practitioners, the project extends to non-participating schools and works to create master teachers for leadership roles.

IOWA

Grantee: Mississippi Bend Area Education Agency, Bettendorf, Iowa

Project Name: The Future of Our Past: Mississippi Bend AEA Collaborative

Project Director: Jan Yoder (563) 344-6315; email: Jyoder@aea9.k12.ia.us

Funding: \$708,370

Number of Teachers Served: 70

Number of School Districts Served: 22

Number of Students Served: 55,000

The Future of Our Past is a collaborative project that will provide professional development services to 70 secondary American history and social studies teachers serving 22 school districts in Eastern Iowa. The project will be offered by a partnership of the Mississippi Bend area Education Agency, the Davenport Putnam Museum of History and natural Science, Augustana College, and the international organization Facing History and Ourselves. One product of the project will be a professional network and mentoring system for all American history teachers in the AEA area. The program includes 9 days of workshops, 3 weeks of summer institutes and immersion programs, training in mentoring and peer-coaching, 19 interactive videoconferencing sessions, and site visits and technical support. The themes of the content are: "What is History: Being Historically Minded," Building a Community: Ordinary People in American History,"

and "Forging a Nation: Becoming American." Workshops will focus on the region's civil war history through an examination of the role of the Mississippi River.

KANSAS

Grantee: Chanute Public Schools, Chanute, KS

Project Name: Teachers as Scholars in Kansas (TASK)

Project Director: Mike Bruner (620) 432-2510; email: brunerm@usd413.k12ks.us

Funding: \$861,021

Number of Teachers Served: 36

Number of School Districts Served: 1

Number of Students Served: No information available

The district will work in partnership with Eisenhower Foundation, Eisenhower Presidential Library, Kansas State Historical Society, Kansas State University's Institute of Military History and 20th Century Studies, National Council for History Education, and Emporia State University to offer U.S. history teachers in grades 6, 8, and 11 3-year fellowships affording participation in 5 distance learning courses, summer institutes and colloquia. Fellows recruited from the district and statewide must commit to applying content knowledge and teaching strategies in classrooms and conducting professional development sessions for colleagues. Partners will work with Kansas Council for History Education to sustain professional development resources. Content includes: ideas, issues events in 18th, 19th, and 20th century America, creating a nation 1763-1815, life and times of Eisenhower, expansion and reform 1810-1860, making of modern America 1865-1920, 20th century domestic issues, migration, the U.S. and two world wars, 20th century foreign policy, and religion in American history.

KENTUCKY

Grantee: Ballard County Board of Education, Barlow, KY

Project Name: Project TAHOE (Teaching American History Opportunities for Educators)

Project Director: Danny Whitlock (270) 653-4379; dwhitloc@apex.net

Funding: \$933,705

Number of Teachers Served: 45

Number of School Districts Served: 13

Number of Students Served: 20,000

Project TAHOE is supported by a consortium of partners that include 13 school districts in rural western Kentucky, Murray State University, West Kentucky Educational Cooperative, Kentucky Academic for Technology Education, and Teacher Quality Institute. The professional development program includes a 2-week summer institute for up to 15 American history teachers each year, to be taught by Murray State professors,

visiting historians, and instructional experts. Participants will earn 3 hours of graduate credit. In accordance with Kentucky's curriculum standards and National Standards for History, content will address: Civil Rights Movement, Frontier Life in America, Reflections of Art and Music in American History, Native American History in Kentucky and Tennessee, Effects of Our Multi-Cultural Population on American History, and Women in American History. Seminars, historical site visits, student demonstrations of technology-enhanced units of study are additional components of this effort to increase teachers' history content knowledge and instructional skills.

Grantee: Harlan Independent School District, Harlan, KY

Project Name: American Legacies: Revitalizing American History in Our Public Schools

Project Director: Rebecca S. Hanley (502) 564-0475; email: rebecca.hanly@mail.state.ky.us

Funding: \$942,408

Number of Teachers Served: 45

Number of School Districts Served: 15

Number of Students Served: No information available

The LEA will serve as the center of an intensive professional development program in American history content and pedagogy for 4th–12th teachers—"American History Fellows"—in an 8-county region. Fellows receive more than 94 hours per year of organized contact with project partners, including the Kentucky Historical Society, University of Kentucky, Department of Education, Kentucky Heritage Council and Kentucky Virtual University. Independent study courses, seminars, in-class support from master teachers and specialists, and summer institutes, are supplemented by an annual team project to develop teaching units for statewide distribution. The American Legacy curriculum focuses on events and ideas within the themes of "Shifting Frontiers," "Democracy and Conflict," and "Industrialization and Reform."

Grantee: Bourbon County Schools, Paris, KY

Project Name: STEP (Supplying Teachers with Education and Preparation) into History

Project Director: John Beardsley (859) 987-2180; email: jbeardsl@bourbon.k12.ky.us

Funding: \$929,811

Number of Teachers Served: 95

Number of School Districts Served: 24

Number of Students Served: 17,750

The district will partner with Georgetown University, National Underground Railroad Museum, Teachers' Curriculum Institute (TCI), Kentucky State History Museum, Colonial Williamsburg Living History Museum, Bourbon County Historical Society, and

Central Kentucky Exceptional Education Cooperative to provide a tiered professional development program in American history teaching for pre- and in-service K-12 teachers. The project provides workshops, summer institutes, mentoring/coaching, and web-based American history lesson plans along with memberships in the National Council for History Education and chartering of Junior Historical Societies in each school. The district will use the History Alive! Approach. Secondary teachers' project curriculum includes: Coming of Age 1890-1920, Roaring 20s and Great Depression, U.S. in World War II, Cold War, Civil Rights Movement, and Contemporary American Society.

Grantee: Ohio Valley Educational Cooperative, Shelbyville, KY

Project Name: Project USA (Understanding the Study of American History)

Project Director: Michael Franken (502) 647-3533; email: mfranken@ovec.k12.ky.us

Funding: \$972,500

Number of Teachers Served: 55

Number of School Districts Served: 8

Number of Students Served: 9,000

This professional development effort conducted by the Ohio Valley Educational Cooperative in partnership with 8 school districts, Teachers' Curriculum Institute/History Alive!, National History Day, Kentucky Historical Society and history professors from University of Kentucky, Centre College and Georgetown College provides American history teachers in grades 5, 8-11 in 25 schools with institutes, workshops, coaching, mentoring, and study groups designed to foster collegial networks and vertical and horizontal teaming. Targeted at districts in rural, high-poverty, the project emphasizes professional growth for teachers in content knowledge and teaching strategies, mentoring for new teachers, primary source document use, and integration of technology as a research and learning tool. Content covers: Early American and Constitutional History, Post-Civil War American Military Involvement, War for Independence and Westward Expansion, Founding Fathers, Civil Rights, Racial and Gender Equality, and Impact of Immigration.

MASSACHUSETTS

Grantee: Brookline Public Schools, Brookline, MA

Project Name: Defining Justice

Project Director: Richard Young (617) 330-2429; email: rich_young@brookline.mcc.edu

Funding: \$726,493

Number of Teachers Served: 72

Number of School Districts Served: 4

Number of Students Served: No information available

Through the resources of Teachers as Scholars, Defining Justice will strengthen the content knowledge of elementary, middle, and secondary school history teachers and update the existing American history curriculum with recent scholarship. Four defining periods will be analyzed in examining the changing idea of justice from America's founding to the present: the Constitutional Convention; Seneca Falls and beyond/the struggle for female citizenship in 19th and early 20th century America; the issue of race; and social justice/individual liberty in the Progressive Era. Activities include content-based seminars during the school year, summer institutes, establishment of a project website and technology training, research activities, and group readings. Partners include the Brookline, Framingham, Malden, and Cambridge school districts, Brandeis University, Harvard University, Massachusetts Institute of Technology, Teachers as Scholars, and Education Resources Group.

Grantee: Fall River Public Schools, Fall River, MA

Project Name: Making American History Tangible: A Professional Development Project of the Southeastern Massachusetts Teaching American History Consortium

Project Director: Susan S. Horvitz (508) 235-2645; email: suehorvitz@attbi.com

Funding: \$970,555

Number of Teachers Served: 200

Number of School Districts Served: 11

Number of Students Served: No information available

This professional development project will enable American history teachers in grades 5-12 to provide a more content-driven and research-based curriculum. The Consortium of 11 school districts will partner with Bristol Community College, historians, curators and researchers in addition to receiving support from Brown University's Education Alliance. Convocations, a summer institute, colloquia, and intensive research-based seminars will combine content knowledge with training on new instructional modules. Additional assistance includes an interactive website, professional/graduate credits, and collaboration among teachers and history learning specialists. The project addresses subjects identified as needs in a teacher survey: the labor movement, imperial presidency, the garrison state, inter-war years and the Depression, industrialization and immigration

with a focus on southeastern Massachusetts, and current events. Colloquia cover constitutionalism and principles of democracy, isolationism and internationalism, federalism, civil rights, civil liberties and human rights, memory and history, and key historical biographies.

Grantee: Hudson Public Schools, Hudson, MA

Project Name: Examination of Critical Turning Points in the History of American Foreign Policy

Project Director: Susan Grasek (401) 863-3155; email: susan_grasek@brown.edu

Funding: \$910,493

Number of Teachers Served: 200

Number of School Districts Served: 18

Number of Students Served: 15,000

The Watson Institute for International Studies at Brown University will collaborate with 47 secondary schools in 8 states to address the LEAs' need to raise student achievement levels through professional development activities that improve history teaching, and the need for increased attention to American foreign policy within core history curricula. Based on Watson's Choices Education Program, the program focuses on key turning points—from the trade triangle of the 18th century to the US role in today's world, with particular attention to the Cuban missile crisis and Vietnam war. Watson researchers and professional education staff will work with 50 teachers in participating districts to incorporate new resources into their American history curricula, and adopt pedagogical approaches that have proven effective. With continuing support from Watson, the new teacher-leaders will assist 150 additional teachers in their own districts to incorporate the student-centered Choices Program approach to history education.

Grantee: Lowell Public Schools, Lowell, MA

Project Name: Communities of Scholars, Communities as Classrooms

Project Director: Peter Savage O'Connell (978) 970-5080; email:

Peter_Oconnell@uml.edu

Funding: \$961,600

Number of Teachers Served: 100

Number of School Districts Served: 1

Number of Students Served: 10,000

Partnering with University of Massachusetts historians and educators, Tsongas Industrial History Center, and Lowell National Historical Park, the district will create a long-term, integrated professional development program for American history teachers in grades 5 and 8. Graduate seminars, 5-day summer institutes, and research-oriented mini-sabbaticals for 15-20 teacher leaders will link with mini-courses and creation of a U.S. history resource center for all 5th and 8th grade teachers. The program aligns with new state history curriculum standards, which current 5th graders will be required to meet.

Content focuses on the 17th and 18th centuries for 5th grade teachers, and the American Revolution through the end of Reconstruction for 8th grade history teachers.

Grantee: Plymouth Public School District, Plymouth, MA

Project Name: Teaching American History Teaching

Project Director: Margaret Lowe (508) 531-2406; email: mlowe@bridgew.edu

Funding: \$751,771

Number of Teachers Served: 80

Number of School Districts Served: 4

Number of Students Served: No information available

This partnership for improving teaching and learning American history brings together 4 school districts and Bridgewater State College. Intensive summer institutes and weekend modules for middle school and high school history and social studies teachers are supplemented by mentoring, resident scholars, and access to primary documents and archives. Based on prior consultation with teachers and state/national guidelines, institutes will focus on immigration, the Constitution, and civil rights. Weekend modules address the industrial revolution, aviation, Civil War, foreign policy, Kennedy to Carter, women's rights. Activities include a symposium on museums and schools.

Grantee: Springfield Public Schools, Springfield, MA

Project Name: Teaching American History Program 2002-2005. Theme of Citizenship

Project Director: Rosemary Kalloch (413) 787-7074; email: kallochr@sps.springfield.ma.us

Funding: \$919,458

Number of Teachers Served: No information available

Number of School Districts Served: 1

Number of Students Served: No information available

This long-term professional development plan for all district American history teachers in grades 3, 5, 8, 10 and 11 builds on an existing collaboration with the Institute for Learning, University of Pittsburgh and strengthens relationships with the Five College Consortium, Springfield Library and Museums, Springfield Armory Museum, University of Massachusetts' History Institute, and the Pocumtuck Valley Memorial Hall Museum. The project is anchored in 3 3-week summer institutes and 8 workshops during each school year, which explore the concept of citizenship from the Revolutionary era and Constitutional period through the Civil War and Reconstruction, immigration and industrialization, labor struggles, World Wars I and II, to the late 20th century. The approach stresses learner outcomes—demonstrated improvement of student knowledge. Graduate credits are available from the University of Massachusetts at Amherst.

MARYLAND

Grantee: Baltimore City Public School System, Baltimore, MD

Project Name: Teaching American History in Baltimore City Public School System

Project Director: Clementine Carr (410) 396-8622; email: ccarr01@bcps.k12.md.us

Funding: \$942,702

Number of Teachers Served: 108

Number of School Districts Served: 1

Number of Students Served: No information available

The district in partnership with the Center for History Education (CHE) at the University of Maryland in Baltimore, National Council for History Education (NCHE), Maryland State Archives, Martha Ross Center for History Education, Enoch Pratt Free Library, and Maryland Public Television, will implement a comprehensive professional development program for American history teachers from the system's nine lowest performing high schools and the 35 middle schools and 45 elementary schools that serve as their feeders. The program will consist of in-service winter colloquia; intensive graduate-level CHE summer institutes; in-service follow-up workshops to discuss teacher experiences and evaluate the success of the program; and continuous access to teaching specialists and historians. Maryland Public Television will be the main vehicle for national dissemination of the work- products by posting over 300 lesson plans developed by the teachers. Historical content will include Revolutionary America, women in 19th and early 20th century American history, and the Depression and war years.

MICHIGAN

Grantee: Menominee County Intermediate School District, Menominee, MI

Project Name: Marinette-Menominee Counties History Teachers Collaboration Professional Development Program

Project Director: Wendy Woodworth (906) 863-5665; email: woodworw@menominee.k12.mi.us

Funding: \$648,064

Number of Teachers Served: No information available

Number of School Districts Served: 6

Number of Students Served: No information available

The Menominee County Intermediate School District will provide an extensive professional development program to increase teachers' in-depth content knowledge of American History and instructional practices to improve student achievement. These goals will be achieved through three professional development programs: establishing the Marinette-Menominee History Teachers Collaboration to serve K-12 history teachers; using technology to access primary documents and develop effective historical content presentations; and developing "Understanding by Design" curriculum units to assist

faculty in developing and refining instructional practices. Each year, teachers participating in the program will be immersed in a different topic selected for in-depth study, such as “The Impact of the Great Lakes on American History” or “Environmental History of the Great Lakes Regions.” American History topics will be studied from local, regional, and national perspectives through an intensive summer institute of presentations and monthly meetings conducted by area historians. The Menominee County Intermediate School District will partner with its four constituent districts, the School District of Marinette, Wisconsin and the University of Wisconsin-Marinette on this project. Students served in this rural and remote area of the Upper Peninsula of Michigan have low achievement records on statewide social studies assessments, and a high percentage of the student population is economically disadvantaged.

MISSISSIPPI

Grantee: Hattiesburg Public School District, Hattiesburg, MS

Project Name: Teaching American History

Project Director: Charles Bolton/Mary Beth Farrell (601) 266-4333 / (601) 266-4334; email: charles.bolton@usm.edu / mary.farrell@usm.edu

Funding: \$858,139

Number of Teachers Served: 36

Number of School Districts Served: 12

Number of Students Served: 38,914

Working with the University of Mississippi, the National Council for History Education and museums, the district will provide a professional development program for 8th-11th grade teachers drawn from 12 LEAs. The program features 12 two-day colloquia during the school year and 3 two-week summer institutes led by historians, master teachers, history education specialists, and museum historians and archivists. Teachers will be paired to develop lesson plans and presentations focused on “Essential Questions” of historical inquiry. An expanded website will extend accessibility of project resources and products to all educators.

Grantee: Starkville School District, Starkville, Mississippi

Project Name: Project Impact

Project Director: Janet C. Henderson (662) 324-4050; email: jhenderson@starkville.k12.ms.us

Funding: \$1,000,000

Number of Teachers Served: 30

Number of School Districts Served: 9

Number of Students Served: 33,390

The Starkville Public School District is the primary district for Project Impact, a collaborative effort that includes eight other school districts in Northeast Mississippi.

The historical content partner for the project is the Mississippi State University Department of History. The project's centerpiece is the completion of a Master of Arts degree by a cadre of 30 middle and high school teachers to make them scholars of history. The cadre will disseminate their increased content knowledge available to other teachers through mentoring and coaching, district curriculum teams, and study groups at each teacher's school. The period survey courses they will study will include the interwoven social, political, economic, and geographic changes in U. S. history. The courses will emphasize the great ideas, turning points, critical issues, and key individuals of American History. Colloquia will provide each teacher in-depth study of themes, events, individuals, and topics.

Grantee: Winona Separate School District, Winona, MS

Project Name: Project Living History

Project Director: Marsha N. Cummings (662) 283-1065; email: mcummings@mde.k12.ms.us

Funding: \$525,532

Number of Teachers Served: 25

Number of School Districts Served: 2

Number of Students Served: 974

To strengthen knowledge and appreciation of American history by teachers and students, a consortium of Winona Separate School and Montgomery County School Districts will partner with Mississippi Valley State University and National Council for History Education to provide a model professional development program for all U.S. history teachers in grades 7-12. Participants attend a summer history academy, receive individual and group instruction on pedagogy, serve as mentors to new U.S. history teachers, and document best practices. Instructional skills training emphasizes concrete, hands-on teaching tailored to individuals, including students with limited English proficiency and learning disabilities. Content covers events within broad themes: Three Worlds and Their Encounters in America (beginnings to 1607); Colonial Era and Emerging American Identity (1607-1763); Creating a Nation (1763-1815); Expansion and Reform (1801-1860); Civil War and Reconstruction (1860-1877); Making of Modern America (1865-1920); U.S. and Two World Wars (1914-1945); and Contemporary America (1945-present).

MISSOURI

Grantee: Carl Junction R-1 Schools, Carl Junction, MO

Project Name: Ozarks and the Nation

Project Director: Marilyn M. Rowe (417) 673-7799; email: mrowe@crowder.edu

Funding: \$772,053

Number of Teachers Served: 75

Number of School Districts Served: 44

Number of Students Served: No information available

"Ozarks and the Nation" is a cooperative effort of the 44 districts making up the Southwest Center for Educational Excellence consortium, Missouri Southern State College, Joplin Museum Complex, George Washington Carver Monument, Truman Birthplace, Powers Museum, and Prairie Museum to enable American history teachers to become "a community of learners." Goals include increasing teachers' content knowledge, providing pedagogical training on inquiry-based learning and teaching with primary sources, creating a series of online local history learning modules, convening a Best Practices Conference, creating ongoing collaborations between college history faculty and teachers, and increasing student participation in National History Day Competition. Workshops will follow readings, seminars and institutes to facilitate knowledge transfer to classrooms. Focusing on the region, content will include exploration in the 1500s, trade in the 1700s, the Trail of Tears, Civil War battles, 19th and early 20th century politics and labor violence, nuclear missile silos and Superfund sites in recent decades, rights and responsibilities in history, and other topics.

Grantee: Winona R-III School District, Winona, MO

Project Name: American History Alive

Project Director: Adria K. Vestal (573) 325-8101; email:

igk043@mail.connect.more.net

Funding: \$19,561

Number of Teachers Served: 1

Number of School Districts Served: 1

Number of Students Served: 75

This project combines the efforts of the Winona R-III School District, Mineral Area College, and Rolla University to enrich American history instruction, improve student performance, and promote the teaching of traditional American history as a separate academic subject at Winona High School. The American history teacher will receive training in techniques such as scaffolding, matching texts to students, instructional language, demonstrations, history centers and flexible grouping to enhance student learning. History Department faculty will collaborate in developing classroom projects and implementing evaluation measures. The project focuses on reducing the current gap between student history scores and state standards.

MONTANA

Grantee: Anaconda School District No. 10, Anaconda, MT

Project Name: American History Teachers: A New Corps of Discovery

Project Director: James D. Whealon (406) 563-6361; email: whealon@ixi.net

Funding: \$757,611

Number of Teachers Served: 90

Number of School Districts Served: 1

Number of Students Served: No information available

Through a series of summer institutes that include almost 4,000 miles of travel by bus, this project aims to immerse K-12 teachers in the Lewis and Clark Expedition experience. Institute study, workshops and activities will be supplemented by rigorous training on research methods, instructional techniques and classroom strategies for teaching U.S. history. An American History Roundtable will be created to promote networking among historians, teaching experts and classroom teachers, along with a website to make project materials available to all teachers. Led by historian Harry Fritz, the institutes involve travel along the Lewis and Clark route, taking advantage of "roadside classrooms"—historic sites for experiential learning and research. Partnering with the LEA are the University of Montana's History Department, Education Department and Montana College of Technology and Mineral Science, Buffalo Bill Historical Center, Hearst Free Library, and Lewis and Clark Interpretive Center. Content includes: Thomas Jefferson's constitutional republic and Cameahwait's way of life in 1804, slavery and the Louisiana Purchase, Napoleon and Louisiana, the course of western empire, Plains Indians, the horse/buffalo/warrior-society culture, Native American tribes in Montana, and other topics.

Grantee: Bozeman School District #7, Bozeman, MT

Project Name: Teaching American History

Project Director: Robert W. Rydell (406) 994-4395; email: rwrydell@montana.edu

Funding: \$992,106

Number of Teachers Served: 36

Number of School Districts Served: 1

Number of Students Served: No information available

Montana State University's Department of History and Philosophy, Museum of the Rockies and Native American Studies Program, the National Council for History Education, and the Northwest Regional Educational Laboratory will partner with the district in a professional development program for K-12 teachers. Addressing themes of cultural contact and the American republic through colloquia and summer institutes, the program covers the Lewis and Clark Expedition, national expansion in the 19th Century, and the American West in the 20th Century. Underserved and at-risk middle and high

school students are a major focus, along with K-4th grade students who traditionally receive little history training.

Grantee: Missoula County Public Schools, Missoula, MT

Project Name: Populations on the Move to Build a Nation

Project Director: Marilyn Ryan (406) 728-2402; email: mryan@mcps.k12.mt.us

Funding: \$492,524

Number of Teachers Served: 38

Number of School Districts Served: 1

Number of Students Served: 9,579

The district and its rural consortium schools are partnering with the University of Montana, Montana Committee for the Humanities, Missoula City-County Library, and Fort Missoula Historical Museum to stimulate student learning in grades 5, 8 and 11, increase teacher knowledge of American history, and build a professional model. The model includes summer institutes for teachers, lesson creation, field testing and revision, mentoring, opportunity to discuss material with a professional historian, and scholarly interactions—including book-study groups—among elementary, middle and high school teachers from 35 town and village schools. Subject matter addresses migrations across North America, examining consequences for Native Americans. Three periods will be explored: population movements on Appalachian frontiers in the 18th century; movement onto the central heartlands in the early 19th century, and movements west to the Pacific in the late 19th century.

Grantee: Shelby Public Schools, Shelby, MT

Project Name: Thinking Through American History

Project Director: Fred B. Seidensticker (406) 434-2745; email: fred@gtccmt.org

Funding: \$997,896

Number of Teachers Served: 80

Number of School Districts Served: 73

Number of Students Served: No information available

The Golden Triangle Curriculum Cooperative of small, often isolated, rural school districts will address professional development in American history instruction in grades 5-12 in partnership with the University of Montana, Montana Historical Society, U.S. Forest Service Lewis and Clark Interpretive Center, and Montana Office of Public Instruction. The project aims to generate excitement about the history curriculum, build content knowledge and teaching skills, increase student proficiency, and develop materials and lasting alliances among teachers, scholars, historians, and tribes. Summer history institutes focus on history benchmarks of the Montana Social Studies Standards with which teachers want content and teaching assistance: three worlds meet, expansion and reform, emergence of modern America, post-war U.S., development of the industrial

U.S., and contemporary U.S. Workshops, site visits, mentoring, research, and web-based materials will supplement participants' understanding of historical perspectives.

NEBRASKA

Grantee: Educational Service Unit #2, Fremont, NE

Project Name: Westward Waters—A Study of the Significance of Western Waterways in the History of the Nation

Project Director: Diane M. Wolfe (402) 721-7710; email: dmwolfe@esu2.org

Funding: \$845,484

Number of Teachers Served: 50

Number of School Districts Served: 40

Number of Students Served: No information available

Westward Waters is an extensive staff content enrichment program for K-12 American history educators. Built around Thomas Jefferson's vision regarding the Louisiana Purchase, the content addresses the significance of Native Americans to the growth of the West, importance of the Missouri River for Lewis and Clark, and the roles of the Platte River and other waterways in westward expansion. Through graduate-level course work, "place-based" workshops at historic sites, development and web dissemination of lesson plans, and on-line college courses for any individual beyond the grant period, the project aims to reach all American history teachers in 40 districts as well as create a cadre of master history teachers. Project partners include the Eastern Nebraska Distance Learning Consortium and Wayne State College.

Grantee: Lincoln Public Schools, Lincoln, NE

Project Name: Bringing American History Scholarship to the Classroom

Project Director: Deila Steiner (402) 436-1988; email: dsteiner@lps.org

Funding: \$970,260

Number of Teachers Served: No information available

Number of School Districts Served: 1

Number of Students Served: 31,581

The district will partner with Nebraska Wesleyan University (NWU) and the Nebraska State Historical Society to improve K-12 teachers' knowledge of U.S. history and develop skills aimed at boosting student achievement. Participants earn 12 hours of graduate credit from NWU for courses in Fundamentals of American History to and since 1877, a primary sources laboratory course, and History Alive I and II, covering research strategies and teaching tactics. National History Day, the Center for Civic Education, and Literacy Leaders Institute 2002 provide additional training on teaching strategies. Under a teacher-leader model, courses are free of charge, and participants will lead professional development sessions for peers. The project also provides training and study time to develop analytical tools and engage in research. Visiting scholars and workshops

supplement courses. Supporting institutions include the Nebraska State Council for Social Studies and Nebraska Department of Education. Graduate courses cover fundamentals of American history before and after 1877, focusing first on the roots of American democracy and secondly, on leadership, issues and events bringing the U.S. to the 21st century.

NORTH CAROLINA

Grantee: Charlotte-Mecklenberg Schools, Charlotte, NC

Project Name: AP: A.T.T.A.C.K.

Project Director: Becky Finger (704) 444-2744; email: b.finger@cms.k12.nc.us

Funding: \$970,045

Number of Teachers Served: 67

Number of School Districts Served: 1

Number of Students Served: No information available

AP: A.T.T.A.C.K (Advanced Placement: Analysis, Thinking, Training, Articulation, and Content Knowledge) unites the district with Davidson College, Museum of the New South, Afro-American Cultural Center, Charlotte Museum of History, and Charlotte-Mecklenberg Public Library in a program for American history and Advanced Placement (AP) American history teachers in grades 8 and 11. Supported by the Smithsonian Center for Education and Museum Studies and College Board, the project aims to improve student test scores, increase earned AP diplomas, boost academic rigor by establishing a pre-AP course in middle school, expand classroom resources, and reduce the number of American history teachers who leave teaching. Activities include training in vertical team building, Smithsonian workshops on historical investigation, monthly meetings led by history professors and museum educators, mentoring and team teaching, and development of local networks. Instructional strategies focus on student ability to analyze and write about primary and secondary sources. The project builds on a grant providing teachers in grades 5, 8, and 11 with training based on the History Alive! program. Key staff bring expertise in the post-Civil War era, Constitution, American internationalism, New Deal, post-Cold War era, the Presidency, peace heroes in 20th century American, the American South, and other topics.

Grantee: Durham Public Schools, Durham, NC

Project Name: History Connect! Teaching American History in Durham

Project Director: Darnell Tabron (919) 560-3917; email: tabrondt@dpsnc

Funding: \$885,434

Number of Teachers Served: 70

Number of School Districts Served: 1

Number of Students Served: 10,500

The district will collaborate with Duke University, North Carolina Central University, NC Museum of History, and 12 other partners to provide a sustained professional development program for all American history teachers in grades 8, 10 and 12. Cohorts of 35 will have 160 hours of training including 2-week summer institutes and 2 10-session seminar series during the school year. Aimed at providing intensive courses, methods for increasing student achievement, and sustaining relationships with organizational partners, the project involves site visits, research, presentations, and preparation of papers. Summer institutes focus on: The History of the Constitution; Slavery, 1600-1863; The Civil War; Industrialization and the New South; The Jim Crow Era and the Civil Rights Movement; and The U.S. as a World Power—covering World War I-War on Terrorism.

Grantee: North Carolina School of Science and Mathematics, Durham, NC

Project Name: Learn More - Teach More

Project Director: Virginia S. Wilson (919) 416-2707; email: Wilson@ncssm.edu

Funding: \$996,267

Number of Teachers Served: 160

Number of School Districts Served: 5

Number of Students Served: No information available

This professional development project to enhance American history teachers' content knowledge and methodological skills aims to foster active learning in history classrooms across North Carolina. The project includes 100 videotaped presentations by historians providing teachers in grades 8, 10 and 11 with access to views on the 10 eras specified by the National History Standards. Participants will also receive materials and intensive instruction in class preparation and lesson design via NCSSM distance learning broadcasts and on-campus workshops. The 5 partner LEAs represent low-income areas where students have traditionally scored lower than both state and national averages. Project partners include Duke University, University of North Carolina at Chapel Hill, North Carolina Central University, North Carolina Museums of History and Art, and Learn NC. Learn NC's website will make materials available for American history teachers throughout the state.

Grantee: Cumberland County Schools, Fayetteville, NC

Project Name: Teaching American History

Project Director: Michelle McLaughlin (910) 678-2413; email:

mmclaughlin@ccs.k12.nc.us

Funding: \$915,057

Number of Teachers Served: 127

Number of School Districts Served: 1

Number of Students Served: No information available

This project addresses middle and high school teachers' needs for increased American history content knowledge and improved teaching skills by providing interactive learning experiences, opportunity to learn and practice innovative instructional strategies, and ongoing support from history experts and peers. Activities include colloquia and summer institutes conducted by project partner, Fayetteville State University; History Alive! training featuring immersion experiences and certification opportunities; Colonial Williamsburg Foundation and Museum of Cape Fear summer institutes; a summit conference convened by Ohio Underground Railroad Association/Friends of Freedom Society; professional educator programs by the National Close Up Foundation . Content is aligned with state standards including history courses on Settlement to Reconstruction and the Modern Era. Study includes economic, social and political developments from America's beginnings to the present.

Grantee: Pitt County Schools, Greenville, NC

Project Name: Partnerships for Teaching American History

Project Director: Margaret Ryan /Jan Stennette (252) 830-6604; email: mryan@pitt.k12.nc.us

Funding: \$940,705

Number of Teachers Served: 60+

Number of School Districts Served: 4

Number of Students Served: No information available

In cooperation with 3 other school districts, the Organization of American Historians, the National Council for History Education, East Carolina University, Teachers' Curriculum Institute, the National Humanities Center, National History Day, and Pitt County Historical Society, Pitt County Schools will develop a leadership team of 20 teachers per year in grades 9-12 to improve American history content knowledge and instructional strategies. Members attend summer institutes and conferences, develop lesson plans, learn how to become History Alive! trainers, participate in focus groups, and organize a regional symposium. Training also target teachers in grades 3-8 in an effort to build a stronger foundation for history learning. National History Day, Lenoir County Schools, Martin County Schools, and Beaufort County Schools are additional partners. Historians working with the project bring expertise in the Reconstruction period, Congress and war planning 1916-1939, the New Deal and World War II, the Great Depression, American Indian culture, and historical biographies.

Grantee: Roanoke Rapids Graded Schools, Roanoke Rapids, North Carolina
Project Name: Partnering to Deepen Students' Understanding of American History
Project Director: Kathy White and Michelle Laughridge (252) 537-8563; email: whitek.rrhs@rrgsd.org/laughridgem.co@rrgsd.org
Funding: \$830,025
Number of Teachers Served: 120
Number of School Districts Served: 4
Number of Students Served: 6,000

This effort to increase the content knowledge and instructional skills of teachers and improve student performance in U.S. history targets teachers in grades 4, 5, and 8-11 in 4 school districts in rural northeastern North Carolina. Partnering with the schools are the Paideia Group, SERVE, National Humanities Center, North Carolina State University, North Carolina State University Humanities Extension and Engagement Program, College Board, Center for Effectiveness in Research, Teaching, and Learning, and Curriculum Design for Excellence. During the first semester of each school year, a cohort of 40 teachers work on aligning the U.S. history content using the vertical teaming concept of the College Board. During the second semester, participants will collaboratively assess the quality of their American history assignments and unit plans. During the summer, they attend 2-week summer institutes focusing on eras in American history and related instructional strategies. Mini-seminars may address such topics as presidential inaugural addresses, the Monroe Doctrine, or Seneca Falls Declaration on Women's Rights. Other seminars may cover America in 1850, expansion, the cult of domesticity, religion, or the cult of the common man.

NORTH DAKOTA

Grantee: Grand Forks Public School District #1, Grand Forks, ND
Project Name: Engaging Students in Historical Inquiry
Project Director: Cindy Grabe (701) 746-2200; email: cg@fc.grand-forks.k12.nd.us
Funding: \$940,096
Number of Teachers Served: 310
Number of School Districts Served: 1
Number of Students Served: No information available

This effort to enhance American history teaching assumes that students should be involved in activities similar to historians': exposure to primary sources requiring data collection, analysis and explanation. To better prepare teachers for engaging students in inquiry tasks, the district is partnering with the University of North Dakota, North Dakota Teaching Center Network, and State Historical Society on a program for 35 history teachers in grades 4, 8, and 11 and 250-300 pre-service teachers. Activities include a review of history standards and benchmarks, summer academies, in-service workshops, and development of web-delivered learning modules. Mentoring will be provided to all

local history teachers in the 2nd year of the 3-year project, and the project later offered to all 220 school districts in North Dakota.

NEW JERSEY

Grantee: Bayonne Board of Education, Bayonne, NJ

Project Name: Teaching American History to Develop a Community of Learners and United States Citizens

Project Director: Evelyn J. Taraszkiewicz (201) 858-5921; email: taraszke@bhs.bboed.org

Funding: \$470,857

Number of Teachers Served: 65

Number of School Districts Served: 1

Number of Students Served: Approximately 6,000 over three years

The Bayonne School District will increase their elementary, secondary and special education teachers' knowledge of traditional American History and enhance their effectiveness in teaching this information to their students. Partnering with St. Peter's College, the Bayonne School District will provide a series of sessions and field trips for American History teachers of students in Grades 5 and 6 and secondary school. The sessions for elementary educators will focus on the chronological view of American History from the Colonial period to the present. Seminars for secondary school educators will focus on historiography, new trends or information on historic topics, and lectures by guest experts focused on the development of the American nation from the American Revolution to the present. Teachers will take field trips to historical sights, including Ellis Island, museums in New York and Philadelphia, and Waterloo Village. In the final year of the project, teachers enrolled in the program will be trained in developing lesson plans to effectively engage students in American History. The student population to be served is an economically disadvantaged and diverse group of first and second-generation immigrants.

Grantee: Gloucester City Public Schools, Gloucester, NJ

Project Name: At History's Doorstep: The Story of Gloucester City and America from Colonial Times to the Present

Project Director: Patricia D. Claghorn (856) 456-4250, ext. 153; email: pclaghorn@gcsd.k12.jn.us

Funding: \$405,837

Number of Teachers Served: 75

Number of School Districts Served: 1

Number of Students Served: No information available

At History's Doorstep is a partnership among the school district, Camden County College, Historical Societies of Gloucester City, New Jersey, and Camden, City of

Gloucester City, and USS New Jersey to bring teachers, scholars and historical resources together in a professional development program for K-12 teachers. The project involves 3 training sessions in the fall and spring and 5-day summer institutes focusing on historical theories, oral history, genealogy research, educational technology and major eras and events in U.S. and local history. Topics such as Origins of the Civil War, Salem Witch Craze, Assassination of Abraham Lincoln, American Involvement in World War I, and Origins of World War II focus on critical analysis skills. Site visits illustrate colonial/revolutionary/underground railroad/Civil War and Reconstruction events. Other sites build understanding of the Spanish-American War, World Wars, Korean War, Vietnam, and the Cold War.

Grantee: Montville Township Board of Education, Montville, NJ

Project Name: Crossroads of American History: Teaching American History Through State History

Project Director: Alan Lucibello (973) 331-7100; email: alucibello@montville.net

Funding: \$982,130

Number of Teachers Served: 120

Number of School Districts Served: 1

Number of Students Served: No information available

This partnership linking Montville Township School District with Kean University and the New Jersey Historical Commission targets mandated integration of state history into the teaching of American history in middle and high schools. The project pairs 7-12th grade teachers in a suburban district with teachers from 10 "special needs" districts. Emphasizing primary sources such as diaries, letters, news accounts, pension and church records, census returns, maps, and damage claims, the project includes summer institutes, historic site tours, work at libraries and archives, and development of lessons. Lesson materials will be reviewed by the National Council on History Education. Based on the premise that connecting American with state history makes the subject more interesting for/relevant to students, the curriculum focuses on the battles of Trenton and Princeton as turning points in the American Revolution; the founding of Paterson, NJ, as one of the nation's first planned industrial cities; and Woodrow Wilson's term as governor of New Jersey as a dress rehearsal for his presidency.

Grantee: Bergen County Technical Schools, Paramus, NJ
Project Name: Our Story: A Place-Based Approach to the Teaching of Traditional American History
Project Director: Christine Wallace (201) 343-6000, ext. 3385; email: chrwal@bergen.org
Funding: \$979,141
Number of Teachers Served: 172
Number of School Districts Served: 3
Number of Students Served: 8,200

The lead agency and its 7 Regional Career Academies, the Englewood K-12 and Garfield K-12 school districts, and Englewood Career Academies will partner with New Jersey Historical Society, Bergen County Historical Society, America Labor Museum/Botto House, and Garfield Historical Society to offer 4-week summer institutes, 2 all-day workshops per year, a statewide American history teaching conference, and a website and listserv to encourage professional networks and resource sharing. The project includes mentoring team teaching, lesson development, historic site visits, and release time and funding to support professional development activities for American history teachers after normal work hours. Based on a "participatory research" approach and in accordance with state standards, the curriculum covers: Colonial Period to 1763, Revolution and Early National Period to 1820, Civil War and Reconstruction to 1870, Industrial America and the World Wars to 1945, the Modern Age, and state and regional history.

NEW YORK

Grantee: Albany, Schoharie, Schenectady, Saratoga BOCES, Albany, NY
Project Name: Upstate New York Teaching of American History
Project Director: James H. Collins (318) 786-3255; email: jcollins@gw.neric.org
Funding: \$909,966
Number of Teachers Served: 1,500
Number of School Districts Served: 76
Number of Students Served: 22,500

This collaborative effort to improve American history teaching project partners the Capital Region BOCES, 2 other rural upstate New York BOCES, 76 mostly rural school districts, Union College, Mohawk Valley Heritage Corridor, Greater Capital Regional Teacher Center, and New York Historical Association (NYSHA). 90 in-/pre-service teachers participate in Union College summer institutes and an additional 15 master teachers receive training through the NYSHA. Professional development is provided to 500 teachers each year through interactive distance learning resources aimed at enhancing content knowledge and teaching strategies, reducing professional isolation and building a permanent alliance among U.S. history educators. Content includes the American Revolution, U.S. Constitution, and Civil War.

Grantee: Community School District 8, Bronx, NY

Project Name: American History Project

Project Director: John-Paul Bianchi (718) 409-8104; email: JPB245@aol.com

Funding: \$997,660

Number of Teachers Served: 96

Number of School Districts Served: 1

Number of Students Served: No information available

American history teachers from 8 middle schools will participate in a program to improve teaching methodology and achievement of low-performing students. Partnering organizations include the New York Historical Society providing research skills, education on use of primary sources and examples of material culture, and the Lower East Side Tenement Museum providing education on America's immigrant history and effective pedagogical practices. Other partners include AUSSIE literacy consultants focusing on theoretical knowledge, instruction and curriculum development; Nystrom Corporation offering hands-on learning using maps, texts and photographs; and Rosen Publishers providing expertise on primary source documentation. The project addresses literacy deficiencies affecting 80% of the middle school students. Topics include: migration and ethnic conflict, Declaration of Independence, the gold rush, abolition and women's rights, labor issues and political reform, westward expansion and Native Americans, slavery, the Great Depression, and other subjects.

Grantee: Community School District Ten, Bronx, NY

Project Name: Developing Master Teachers in American History

Project Director: Barbara Rosenberg (718) 329-8061; email: brosenb3nycboe.net

Funding: \$999,850

Number of Teachers Served: 189

Number of School Districts Served: 1

Number of Students Served: 8,700

The project brings New York University's School of Education and College of Arts and Science, the Museum of the City of New York, Colonial Williamsburg, and the National Park Service together to provide teachers in grades 4, 7 and 8 with advanced history education and pedagogical training. The program includes summer institutes and school year follow-up, electronic field trips, interactive classroom events, seminars, videoconferencing, and mentoring from a historian-in-residence. Institutes will introduce participants to the approaches and methods used by historians and cover major events from the Age of Discovery to the dawn of the 21st century. Topics include early and 18th century America, the Jacksonian movement, Civil and post-Civil War, urbanization, social protest in the 19th and 20th centuries, and emergence of the U.S. as a world power. A resulting master teacher cadre is intended to serve as a change agent by mentoring colleagues.

Grantee: Community School District 15, Brooklyn, NY

Project Name: Teaching American History

Project Director: Alison Sheehan (718) 330-9300, ext. 123; email: saccani3@aol.com

Funding: \$999,936

Number of Teachers Served: 125

Number of School Districts Served: 1

Number of Students Served: 7,260

The project is a collaborative effort of the school district, the College of Mount St. Vincent, the American Museum of Natural History, the Brooklyn Museum, Historic Houses of New York City, the Smithsonian National Museum of the American Indian, and the South Street Seaport Museum. Targeting 4th, 5th, 7th, and 8th grade U.S. history teachers, the project aims to strengthen teaching skills and teacher content knowledge, raise student achievement, establish U.S. history as a separate academic subject, and create collaborative relationships supporting instruction. It includes graduate-level coursework, museum studies, seminars, ongoing professional development, research/curriculum development, and field trips to historic sites.

Grantee: Community School District 16, Brooklyn, NY

Project Name: Spotlight on American History

Project Director: Lisa Gibbs (718) 574-2800; email: lgibbs2@nyceboe.net

Funding: \$1,000,000

Number of Teachers Served: 200

Number of School Districts Served: 1

Number of Students Served: 8,000

This partnership between the district, New York and Brooklyn Historical Societies, Lower East Side Tenement Museum, and Queens College of the City University of New York targets teachers of American history in grades 2, 4, 5, 7, and 8. Summer institutes to enhance standards-based content knowledge and pedagogy are supplemented by monthly professional development activities, a 3-day service planning institute in August, fall and spring district-wide American history conferences, inter-visitation, mentoring, study groups, colloquia and graduate courses in American history. Content will cover themes and events drawn from the 17th-20th centuries using primary source materials. A week-long summer institute is devoted to in-depth study of the American Revolution as a foundational moment in U.S. history.

Grantee: Community School District 18, Brooklyn, New York

Project Name: Teaching American History

Project Director: Barbara Berg (718) 927-5249; email: Bberg@nycboe.net

Funding: \$993,323

Number of Teachers Served: 170

Number of School Districts Served: 1

Number of Students Served: 20,000

The district's American history project has three components: (1) 35 master/leadership teachers, representing each elementary and middle school will participate in a rigorous 3-year program of content strengthening, curriculum development, and customized action research; (2) 135 classroom teachers in grades 4, 7, and 8 will participate in American history content building activities and receive support from the master/leadership teachers throughout the project period; (3) 200 parents will participate in workshops and activities focused on developing strategies for supporting the learning of American history by their children. The district's partners include the Gilder Lehrman Institute for American History and the Brooklyn Museum of Art.

Grantee: Office of the Superintendent, Queen's High Schools, Flushing, NY

Project Name: American Legacy

Project Director: Ann Organisciak (718) 281-7532; email: aorgani@nycboe.net

Funding: \$722,168

Number of Teachers Served: 75

Number of School Districts Served: 1

Number of Students Served: No information available

The project enables 25 American history high school teachers per year to participate in a year-long comprehensive professional development program in partnership with the Gilder Lehrman Institute of American History and Barnard College at Columbia University. By building teaching capacity, the project aims to ensure students are capable of passing the U.S. history and Government Regents tests required in New York for graduation. Content-based topical and summer seminars are supplemented by workshops on exemplary pedagogical practices, opportunities for applying and evaluating classroom learning experiences, history forums, museum/library visits, and conferences. A major goal calls for teachers to base lessons on essential questions; demonstrating history is not simply facts but concepts requiring discussion. Content includes the colonial period and American Revolution, Founding Fathers and Federalist period, abolition and slavery, Lincoln and the Civil War, New York and the Gilded Age, the U.S. from World War I to the Depression, the American West, and the New Deal.

Grantee: Jamestown Public School District, Jamestown, NY

Project Name: Teachers Discovering History as Historians

Project Director: Judith Guild (716) 483-4451; email: iguild@jamestown.wnvr.org

Funding: \$741,804

Number of Teachers Served: 100

Number of School Districts Served: 19

Number of Students Served: Information not available

The project will engage 100 teachers in a continuing professional development opportunity over 3 consecutive summers. The program will be implemented by a consortium of the district and other 18 public school districts of Chautauqua County in western New York State. The consortium will work with partners including: the Fenton History Center, the Robert H. Jackson Center for Justice, Jamestown Community College, the Prendergast Library, the Chautauqua Institution, the Chautauqua County Teachers Center, and teaching staff from St. Johns University, Vanderbilt University, St. Bonaventure University, and the University of Buffalo. Each summer, the consortium will host teachers in a 7-12 day summer institute developed around 1 of 3 topics: the growth of government and the impact of turning points, struggles for justice, and U.S. foreign policy. Participants will develop common use lesson plans to be published on a website. In-service conferences will take place in the fall and spring along with optional symposia.

Grantee: New York City Board of Education/Manhattan High Schools

Superintendent's Office, New York, NY

Project Name: Enduring Themes in American History: A Professional Development Model for Teachers in an Urban School District

Project Director: Welton L. Sawyer (212) 501-1103; email: tonyspride@aol.com

Funding: \$998,483

Number of Teachers Served: 165

Number of School Districts Served: 1

Number of Students Served: No information available

This project to develop a critical mass of teacher-historians in every district school to mentor/coach other teachers and improve student history performance brings together Manhattan High School Superintendency, Columbia University's Teachers College, Oral History Research Center and Institute for Learning Technologies, New York Historical Society, and The Constitution Works. While all 165 district U.S. history teachers will participate in program components, 60 will participate in 4-week study cycles exploring enduring themes, summer research institutes, and annual conferences; will mentor colleagues; and will develop instructional materials based on use of primary sources, technology, and other innovative teaching strategies. An American History Museum Pass provides teachers with free access to cultural organizations, and development of a website and New York City Teaching American History Network will facilitate

information sharing. Content stresses connections between visions of America's founders with development of core democratic institutions and the impact of events such as the Civil War, World Wars, Depression, Vietnam War and recent history.

Grantee: Dutchess County Board of Cooperative, Poughkeepsie, New York
Project Name: Freedom and Dignity: The Exploration of American Democracy
Project Director: Rose Barer (845) 486-4840; email: no information available
Funding: \$837,486
Number of Teachers Served: 250
Number of School Districts Served: 22
Number of Students Served: 17,000

A consortium of school districts in Dutchess and Ulster counties in partnership with Marist College will offer a program to improve the quality of American history instruction through comprehensive staff development. The project will examine events taking place and resources of the Hudson River Valley, which has played an important role in American history. Week-long summer institutes will focus on: The American Revolution: The Creation of American Democracy, The Underground Railroad: The Extension of American Democracy, Franklin D. Roosevelt, the New Deal and World War II: The Defense of American Democracy, and Eleanor Roosevelt, Post-War America and the Universal Declaration of Human Rights: Democracy for All. Follow-up activities include workshops throughout the school year, teacher mentoring, and technology-enhanced networking of teachers and historians. Learning modules promoting interactive learning will be made available by the Hudson River Valley Institute.

Grantee: Yonkers Public Schools, Yonkers, NY
Project Name: Project Americana
Project Director: Fern Eisgrub (914) 376-8213; email: feisgrub@yonkerspublicschools.org
Funding: \$930,000
Number of Teachers Served: 300
Number of School Districts Served: 1
Number of Students Served: No information available

Project Americana will provide general/special/bilingual education, art, and library-media teachers in grades 2, 4, 7, 8, 11, and 12 and their administrators with intensive, systematic, on- and off-site professional development in American history. Partnerships with scholars and cultural institutions will enable faculty teams from 40 schools to examine multiculturalism, unifying themes, key beliefs and traditions from New York and American history, connections among people and events, contributions of individuals and groups, and roles of historical analysis. Manhattan College will synchronize project resources including: the Smithsonian National Museum of the American Indian featuring 16th and 17th century American Indian culture; New York Historical Society and John Jay

Homestead State Historic Site addressing 17th and 18th century new America; Brooklyn Museum and Philipse Manor picturing "Two Sides of Slavery" through 18th and 19th century artifacts; Hudson River Museum illustrating the 19th and 20th century through documents and discovery of the Hudson River and Hudson River School; El Museo del Barrio showing the story of assimilation in 20th and 21st century America through Hispanic-American "Classroom Connections." The Yonkers Teacher Center will collaborate in developing exemplary learning experiences for statewide peer review.

OHIO

Grantee: Columbus Public Schools, Columbus, OH

Project Name: History WORKS

Project Director: Dwight Groce (614) 365-5727; email: dgroce@columbus.k12.oh.us

Funding: \$992,897

Number of Teachers Served: 105

Number of School Districts Served: 1

Number of Students Served: 20,000

In partnership with Ohio State University and the Ohio Historical Society, the district will provide monthly seminars, 6 intensive summer institutes, and a web-based resource center for middle and high school U.S. history teachers over 3 years. Activities, for which 2 hours of graduate credit will be awarded, relate to 6 themes: American History through Ohio Biography; The Constitution and American Democratic Institutions; American Foreign Relations; Migration and Immigration; American Economic History; Social Movements and Social Change. Participants will receive memberships in historical/professional associations, and use enhanced content knowledge and archival resources to create curricular materials for sharing with colleagues in print and on the website. A project model based on Ohio WORKS (Working on Rigorous Knowledge for Students) will be disseminated to other school districts with the support of Ohio's Board of Regents and Department of Education.

Grantee: Dayton Public Schools, Dayton, OH

Project Name: Citizenship, Creativity and Invention in American History

Project Director: Patricia Allen Day (937) 542-3520; email: pday@dps.k12.oh.us

Funding: \$915,615

Number of Teachers Served: 80

Number of School Districts Served: 1

Number of Students Served: No information available

This project brings the district—1 of 12 in the nation classified as having "Academic Emergency" status—together with Wright State University, U.S. Air Force Museum, Dayton Aviation Heritage National Historic Park, Montgomery County Historical Society, Dayton and Montgomery County Public Library, and National Afro-American

Museum to improve teacher practice and student success, build a network for sustained professional and resource development, and produce a revised American history curriculum for grades 5, 8 and 9. Workshops, seminars and summer institutes for in-service, substitute and new history teachers are supplemented by peer observation and mentoring, a regional symposium on American history standards and education in museums, archives and libraries and a project website. 10-12 teachers will be funded to acquire NBPTS certification in history teaching. Curricular content will support the project theme, "Citizenship, Creativity and Invention in American History."

Grantee: Euclid City School Districts, Euclid, OH

Project Name: An Academy for American History: Constructing the Region, Constructing the Nation

Project Director: Katie Shorter-Robinson (216) 875-9776; email: _k.shorter-robinson@scuohio.edu

Funding: \$976,919

Number of Teachers Served: 60

Number of School Districts Served: 12

Number of Students Served: No information available

A partnership of the Center for Urban School Consortium in Cleveland, OH, Cleveland State University, Kenyon College, Oberlin College, and Facing History and Ourselves will provide a professional development program for 60 7th-12th grade American history teachers to improve instructional skills, revise history curricula, and guide school-based staff development in teaching traditional U.S. history. Focused on the "inner ring suburbs" of Cleveland, the program uses local historical resources such as the Ohio & Erie Canal to illustrate 19th century industrialism. Other regional sites illustrate the Great Migrations, and citizenship and identity in the 19th and 20th centuries. Site visits also include travel to Charleston, SC to research the heritage of African Americans now settled in Ohio. The project emphasizes effective use of technology. Each participant is required to mentor 3 colleagues, expanding the project to reach 180 teachers.

Grantee: Fremont City Schools, Fremont, OH

Project Name: History Links: A Partnership to Teach American History

Project Director: Thomas J. Culbertson (419) 332-2081; email: tculbertson@rbhayes.org

Funding: \$884,891

Number of Teachers Served: 450

Number of School Districts Served: 2

Number of Students Served: No information available

In partnership with Bowling Green State University and Rutherford B. Hayes Presidential Center, the Fremont and Toledo school districts will offer 450 teachers in grades 4-12 a professional development program in American history teaching combining summer

institutes, 12 Saturday colloquia, and ongoing mentoring opportunities. The program aims to help teachers in urban and rural schools move from locally determined to state-mandated curricula, re-ignite the flame of historical curiosity in teachers, and establish collegiality among teachers, historians and learning specialists. History Links focuses on the Revolutionary era, Civil War and Reconstruction, and the 2 decades following the stock market crash, and will furnish teachers with material for students that demonstrate the links between national issues, state and local perspectives, and personal reactions to social, political and economic change.

Grantee: Lorain City School District, Lorain, Ohio

Project Name: Teaching American History

**Project Director: Vickey Smith (440) 233-2287;
email: vsmithaadm@lorainschools.org**

Funding: \$956,963

Number of Teachers Served: 315

Number of School Districts Served: 1

Number of Students Served: Information not available

The district collaborated with Ashland University's Ashbrook Center for Public Affairs to design the project, and will contract with the Ashbrook Center to administer this professional development program. The project includes the following: 3 intensive 1-week American history summer institutes taught by veteran historians; 2 1-day seminars each year; and expansion of a website to include an audio archive of all project lecture presentations, on-line original historical documents for teachers and students, and model lesson plans for teachers. The first summer's institutes will focus on the American Revolution and founding of a new nation; race and ethnicity in American history, and biography in American history.

Grantee: Mahoning County Educational Service Center, Youngstown, OH

Project Name: Expedition into Teaching American History

Project Director: Jean S. Pascale (330) 965-7828; email: mcoe_jp@access-k12.org

Funding: \$834,687

Number of Teachers Served: 100

Number of School Districts Served: 14

Number of Students Served: 38,000

This partnership among 14 school districts, Youngstown State University, and the Mahoning Valley Historical Society targets the need of K-12 teachers for increased content knowledge of American history and more effective history instructional strategies. University course work will be tied to social studies standards to be adopted in 12/02; History Alive! workshops will provide coaching on teaching strategies; and Pathways training will target observation and conferencing skills enabling participants to analyze and improve instruction. Activities for K-3 teachers include course work in

Teaching American History with Literature, Local American History, and American History Content and Lesson Design, along with History Alive! training. Activities for 4-12 teachers encompass course work in Turning Points in U.S. History and Local American History, along with History Alive! training. Participants become members of state or national organizations, attend a state conference, and attend networking sessions.

OKLAHOMA

Grantee: Stratford Public Schools, Stratford, OK

Project Name: American History: Learn It! Live It! Love It!

Project Director: C. J. Vires (580) 310-5701; email: cjvires@mailclerk.ecok.edu

Funding: \$864,592

Number of Teachers Served: 22

Number of School Districts Served: 4

Number of Students Served: No information available

This consortium partners 4 rural school districts with East Central University, the Oklahoma Historical Society, the Chickasaw Nation Museum, and Seminole Nation Museum to help students meet state American history standards and enhance teachers' knowledge and appreciation of U.S. history. The research-based professional development project aims to bring history to life for all 12 U.S. history teachers in consortium schools through summer institutes, colloquia each semester, model lesson development, summer internships, national conferences, graduate course work, and historic site visits. The project provides content knowledge focusing on major periods and themes of American history, pedagogical techniques, access to primary material, and opportunities for interactions with historians, archivists, technology specialists, and master teachers. Participants are supported in earning National Board Certification. The providers of history expertise will concentrate on slavery, the Civil War, the New Deal, U.S. history 1828-1877, and U.S. history 1919-1945.

Grantee: Vinita Public Schools, I-065, Vinita, OK

Project Name: America (Appreciating Movements, Events & Rule-Makers Influencing the Character of America) Project

Project Director: Judy Bryan (918) 256-4193; email: jbryan@vinitahornets.com

Funding: \$640,302

Number of Teachers Served: 8

Number of School Districts Served: 1

Number of Students Served: 1,636

The America Project seeks to provide the school children of Vinita, a small isolated town in the extreme northeastern corner of Oklahoma, with access to mainstream resources. The project will provide Internet access, research opportunities, research-based models

and activities, and on-site and off-site American history enrichment activities for both students and teachers in order to broaden their exposure to American history issues and best practices. The following web-based models will be part of the comprehensive plan: (1) Teaching with Documents, using National Archives documents accessed via Digital Classroom; (2) History Matters, which serves as a gateway to pre-screened Web sites and features innovative teaching materials, primary documents, and discussions with leading historians on teach U.S. history; and (3) Integrative Studies Model, which teaches history by gathering documents and objects around a theme. The fourth component investigates the history of Native Americans through historical films and videos. During participants' research and summer immersion activities, content focuses on colonial America, the Civil War/black history/Native American removal, and far western expansion/Asian immigration.

OREGON

Grantee: Linn-Benton Lincoln Education Service District, Albany, OR

Project Name: LBL ESD U.S. History Project

Project Director: Nancy Vollmer (541) 812-2600; email:

nancy_vollmer@lblesd.k12.or.us

Funding: \$1,000,000

Number of Teachers Served: 70

Number of School Districts Served: 12

Number of Students Served: No information available

To improve student achievement by building capacity and sustain teachers as they become better prepared to teach 18th, 19th, and 20th century U.S. history, LEA will collaborate with Western Oregon University, the Oregon Historical Society and regional museums on a professional development program for "teacher-leaders" in grades 3-12.

The project offers summer institutes bringing together in-/pre-service teachers with education and social studies specialists, and mini-grants to teachers for school-based efforts—release time to design materials, observe effective instruction, and mentor colleagues. "Doing History" and service learning activities aim to enhance skills in using primary sources, and focus groups are included to address roles of principals and library media specialists in supporting improved American history instruction. Content will address the colonial period, American Revolution and Constitution, American West and Oregon, immigration and industrialization, slavery, Civil War, civil rights, reform movements, and 20th century studies.

Grantee: School District No. 1, Multnomah County, Portland, OR

Project Name: Teaching American History

Project Director: Thomas McKenna (503) 916-5840; email:

tmckenna@pps.k12.or.us

Funding: \$816,952

Number of Teachers Served: 75

Number of School Districts Served: 1

Number of Students Served: 5,254

In partnership with the Old Town History Project and the Community Geography Project, Institute of Portland Metropolitan Studies, Department of Urban Studies and Planning, and Portland State University, the district will conduct a professional development program to increase the competence of all history and social studies teachers in the district's 10 high schools, 17 middle schools and grade 3-5 teachers in schools with the highest disadvantaged populations. New history curricula will link local history to national periods such as World War II, The Native World, Westward Expansion, the Progressive Era, and Industrialization and Immigration. Geographic Information Systems technology will be established in classrooms, collaborative relationships with scholars expanded, and long-term collegial training and information-sharing implemented. In addition to summer institutes for 75 teachers, who will present workshops for peers, all teachers can attend 4 school-year historian presentations.

PENNSYLVANIA

Grantee: Central Susquehanna Intermediate Unit, Lewisburg, PA

Project Name: Partners in History: A Teaching American History Initiative

Project Director: Kathy Bohinski (570) 523-1155; email: Kbohinski@csiu.org

Funding: \$1,000,000

Number of Teachers Served: 45

Number of School Districts Served: 17

Number of Students Served: No information available

The Central Susquehanna Intermediate Unit (CSIU), a rural local educational agency covering 5 counties in north central Pennsylvania, has teamed with the State Museum of Pennsylvania and Pennsylvania State Archives to conduct a professional development project designed to create teams of master teachers. Teachers will participate in museum residencies, working directly with curators and archivists to increase their knowledge of American history and create lesson plans and an online database for student orientation to new history and collections covering aspects of every theme and era of American history. Professional development courses resulting from the museum workshops will become available on-line. Content will cover the Revolutionary period, early negotiations with Native Americans, Underground Railroad, Civil War, discovery of oil at Titusville,

Andrew Carnegies and the steel industry, military history from the American Revolution to Desert Storm, and other topics.

Grantee: School District of Philadelphia, Philadelphia, PA

Project Name: Paper, Principles, and Progress: The U.S. Constitution, Citizenship, and Our National Identity

Project Director: Melvin Garrison (215) 299-7797; email: mgarrison@phila.k12.pa.us

Funding: \$919,908

Number of Teachers Served: 75

Number of School Districts Served: 1

Number of Students Served: No information available

Paper, Principles, and Progress is a collaboration between the school district and National Constitution Center to enhance content knowledge and understanding of the U.S. Constitution, and increase the capacity of American history teachers in grades 5, 8, 11, and 12 to present this knowledge in engaging, interactive ways. Teachers will then work together to translate new, experiential education into classrooms lessons. The professional development program includes 3-hour Saturday symposia for which participants receive Constitution-specific software and technology training in lieu of payment; 3-week summer institutes focuses on themes related to the Constitution, and bi-monthly meetings providing follow-up support and networking opportunities. The year 1 institute covers the early era, 1787-1865; year 2 addresses values and principles shaping American institutions and practices; and year 3 explores definitions of "We the people." Workshops will take advantage of Philadelphia historic sites and sites in Washington, DC or Colonial Williamsburg.

Grantee: St. Mary's Area School District, St. Mary's, PA

Project Name: Penn State American History Project

Project Director: David Saxe (814) 231-8524; email: KKSAX@aol.com

Funding: \$567,662

Number of Teachers Served: 25

Number of School Districts Served: 1

Number of Students Served: 2,651

The LEA is partnering with Pennsylvania State University, National Association of Scholars, Pennsylvania Historical Museum Commission, and Colonial Williamsburg to provide expert instruction on the content and skills K-12 teachers need to teach traditional American history focusing on America's founding through the Civil War. Topics focus on great ideas and issues; individuals, events and turning points; and people and places. Summer institutes address teaching strategies and technological applications, while intensive historic site workshop/internships at numerous national and regional sites.

provide living history demonstrations. As an exemplary history teaching program for rural schools, the project will demonstrate the use of advanced technology for history teaching at one rural school site. A website and CD-ROM will share resources and results. Content will focus on great ideas and issues; individuals, events and turning points; and people and places in American history.

RHODE ISLAND

Grantee: Burrillville School Department, Pascoag, RI

Project Name: Teaching American History in Burrillville, Rhode Island: A Model for Reform

Project Director: Melissa Bingmann (401) 331-8575; email: mbingmann@rihs.org

Funding: \$500,682

Number of Teachers Served: 60

Number of School Districts Served: 6

Number of Students Served: No information available

To provide American history teachers with content and skills needed to inspire students to study the past, the district is teaming with the Rhode Island Historical Society, National History Day, National Council for History Education, U.S History Advanced Placement consultants, Brown University, Bryant College, Providence College, Rhode Island College, and University of Rhode Island. The 45 Burrillville elementary, middle and high school teachers will be joined by 15 teachers from Northern Rhode Island in an effort to build a professional network among history teachers. Participants will engage in 15 after-school seminars, complete a series of readings, compose review essays, and develop and present applied history projects. Course work will address the colonial period through the early republic; U.S. history from 1820 through the end of World War I, and the 20th century through the Reagan years.

TENNESSEE

Grantee: Warren County Schools, McMinnville, TN

Project Name: Cumberland River Valley Consortium

Project Director: Chad McGee (931) 474-3663; email: mcgeec3@k12.tn.net

Funding: \$936,452

Number of Teachers Served: 100

Number of School Districts Served: 6

Number of Students Served: No information available

As lead educational agency for a consortium of 64 schools, Warren County Schools is partnering with Middle Tennessee State University to increase content knowledge of American history teachers; expand use of primary resources and technology in instruction, and improve student achievement in American history. Training is provided

to 100 teachers in grades 4, 5, 8-12 teachers on using model history curriculum kits and creating lessons that emphasize American history within the state curriculum. The project will develop a website and provide graduate and in-service credit for participants through seminars, lecture series, conferences, workshops and summer institutes addressing: Expansion and Reform 1801-1861; Modern America 1890-1930; Colonization and Settlement 1585-1763; Revolution and the New Nation 1754-1820; Civil War and Reconstruction 1850-1877; Industrial U.S. 1870-1900; The Depression and World War II 1929-1945; and Post-World War II 1945-1970s.

Grantee: Memphis City Schools, Memphis, TN

Project Name: Raising Student Achievement in American History in Low

Performing Schools

Project Director: Ken Holland (901) 678-3320; email: kholland@memphis.edu

Funding: \$983,227

Number of Teachers Served: 80

Number of School Districts Served: 1

Number of Students Served: No information available

The district seeks to improve achievement of American history students in low-performing schools through professional development activities for elementary and secondary U.S. history teachers serving disadvantaged students. Following the National Council for History Education model, the curriculum addresses content and pedagogy through summer institutes and graduate course work and school-year workshops and colloquia. Historians work with teachers to translate themes/ideas into lessons; participants conduct research and write papers using primary sources; and 20 exemplary teacher-mentors assist participants. Project partners include the University of Memphis, Facing History and Ourselves, National Civil Rights Museum, and National Writing Board. Content for elementary teachers includes the Constitution, Civil War and Reconstruction, and civil rights movement. Subject matter for secondary teachers covers events within general themes of Membership in American Democracy; Ideas of Liberty and Justice in 19th Century America; Challenges to Ideals of American Democracy; the Progressive Age; and Legacies: Preserving Democratic Ideals.

TEXAS

Grantee: Region V Education Service Center, Beaumont, TX

Project Name: Conceptualizing American History: From Source-To Event-To Consequence

Project Director: D'Lana Barbay (409) 951-1877; email: dbarbaby@esc5.net

Funding: \$774,697

Number of Teachers Served: 190

Number of School Districts Served: 80

Number of Students Served: No information available

The centerpiece of this professional development initiative is a 105-contact hour pre-service summer workshop for 90 middle and high school American history teachers at Sam Houston State University, the project partner. Participants return for follow-up sessions in October and March, and 100 additional teachers receive less intensive in-service training on improving student understanding and appreciation for American history. The summer workshop curriculum focuses on identifying historical questions; four themes—The Reach of Government in American Life, Individual Rights in a Multicultural Society, The Relationship of People and the Land, America's Place in the World—event analysis; and application of learning strategies. Online resources sustain new professional networks of teachers and historians.

Grantee: Education Service Center, Region 2, Corpus Christi, TX

Project Name: Teaching American History

Project Director: Stephen VanMatre (361) 561-8554; email: svanmatre@esc2.net

Funding: \$996,965

Number of Teachers Served: 110

Number of School Districts Served: 42

Number of Students Served: No information available

Texas A&M-Corpus Christi, Del Mar College, and Texas A&M University-Kingsville, Corpus Christi Museum of Science and History, USS Lexington Museum, and KEDT-TV public television will collaborate in this effort to improve student performance in American history, expand teacher content knowledge and skills, increase numbers of certified teachers, retain highly qualified American history teachers, and create a model professional development program for K-12 U.S. history teachers. Teachers in grades 5, 8, and 11 from an 11-county area will be divided annually into cohorts of veteran, new, and "out-of-field" U.S. history or social studies teachers, with each cohort assigned to mentor the less experienced cohort. Activities include over 600 hours of integrated workshops, lectures, summer institutes, hands-on learning, seminars, materials production, and website development covering History Alive! strategies, use of historical documents, American frontier life (19th and 20th centuries), the Civil War, the European conquest of Native American lands in early U.S. history, the U.S. Navy in the Pacific in

World War II, and guidelines for teaching U.S. history as a separate subject within the core curriculum.

Grantee: Dallas Independent School District, Dallas, TX

Project Name: History as Inquiry

Project Director: Larry Harmon (972) 925-3497; email: lh4246@dallasisd.org

Funding: \$996,893

Number of Teachers Served: 200

Number of School Districts Served: 1

Number of Students Served: No information available

The district is partnering with the University of Texas at Dallas, Learners Online and History Alive! Teachers Curriculum Institute to provide seminars, summer institutes, and interactive experiential learning for 200 American history teachers in grades 5, 8 and 11 drawn from low-performing campuses. Summer institutes aligned to state standards address U.S. Constitutional History, Sectionalism and the Civil War, the World Wars, Civil Rights, and the Cold War. Seminars will concentrate on 20th century events. Participants will also receive training on inquiry-based instructional methods. History teachers district-wide will benefit from project resources including 12 new training models and 80 student web lessons based on state American history standards.

Grantee: The North Hills School, Irving, Texas

Project Name: SEATTAH (Striving for Excellence and Accountability in the Teaching of Traditional American History)

Project Director: Rosemary Perlmetter (972) 501-0645; email: rperlmet@aol.com

Funding: \$644,000

Number of Teachers Served: 120

Number of School Districts Served: 130

Number of Students Served: Information not available

The North Hills School District in Irving, Texas, has partnered with the University of Dallas, Dallas Institute, and National Association of Scholars to establish a project to broaden and deepen teachers' knowledge of the fundamental documents, ideas, individuals, and events that have shaped American history and politics. SEATTAH will recruit 120 teachers from charter schools throughout Texas and from traditional school districts in Regions 10 and 11, with special efforts to recruit from under-performing schools. During 3-week summer seminars and ongoing colloquia and workshops in the fall and spring, participants will receive high-level, intensive instruction about America's founding principles, challenges to those principles, and significant turning points in the history of America. Content covers significant documents such as the Magna Carta, Mayflower Compact, Massachusetts Body of Liberties, Declaration of Independence, Federalist Papers, and U.S. Constitution. Other content may address North and South Cultural Differences, Myth and American History, and Wars and Words: Rhetoric and

Education. American literary works—prose, poetry, and autobiography—will be examined to give U.S. history a compelling vividness.

Grantee: Fort Worth Independent School District, Fort Worth, TX

Project Name: Project FLAG (Foundation for Learning American History Grant)

Project Director: Juanita Silva (817) 871-2510; email: jsilv@ftworth.isd.tenet.edu

Funding: \$995,191

Number of Teachers Served: 90

Number of School Districts Served: 1

Number of Students Served: No information available

Collaborators on the district's project to assist history teachers in grades 5, 8, and 11 with content knowledge and teaching strategies include Texas Christian University-AddRan College of Humanities and Social Sciences, Amon Carter Museum, Fort Worth Public Library and the *Fort Worth Star-Telegram*. FLAG will use the National Staff Development Council's Models of Staff Development to deliver research-based training in combination with history institutes, Super Saturdays featuring hands-on activities, the History Alive! curriculum, history fairs, a website linking learning communities, and a Texas Council for Social Studies conference. The 30 teachers selected yearly, with priority to those serving low-performing schools, will serve as future master American history teachers. Content covers colonial life, the Gilded Age, exploration, American Revolution, Articles of Confederation, progressive era, colonization, Constitution, Bill of Rights, foreign affairs 1898-1917, slavery and emancipation, Jackson and reform, the Depression, World War II, immigration and industry, manifest destiny, Civil War, Cold War, hopes for peace and prosperity, civil rights, and the Vietnam War.

Grantee: Region IV Education Service Center, Houston, TX

Project Name: Teaching American History Grant: Video Conferencing

Project Director: Jo Ann Wheeler (713) 744-6507; jwheeler@esc4.net

Funding: 970,086

Number of Teachers Served: 300

Number of School Districts Served: 54

Number of Students Served: 903,257

Region IV Education Service Center, in collaboration with the University of Houston and the Museum of Fine Arts, Houston, will improve teachers' knowledge, understanding and appreciation of American History through statewide videoconferencing and web-based support, including web casting, online discussions and a project web site. Each program year, 100 American History teachers from across Texas will participate in a two-week video conferencing summer seminar held at five sites across the state to examine essential topics in American History and explore how recent scholarship can be brought effectively into the classroom. Program content will include topics ranging from Early Colonial America through Reconstruction and the 20th Century to improve student

American History learning in grades 5, 8, 10 and 11. Professional historians with expertise in pre-Colonial American History to the present will lead all content mastery portions of the summer seminars. Monthly videoconferences featuring professional historians, museum professionals and other experts; web-based support, including web casts, online discussions and the program web site; and monthly teacher-led workshops will supplement teacher training received during the summer seminars.

Grantee: Victoria Independent School District, Victoria City, TX

Project Name: Victoria's Teaching American History Program

Project Director: Susanne Carroll (361) 788-9303; email: (no information available)

Funding: \$656,151

Number of Teachers Served: 36

Number of School Districts Served: 1

Number of Students Served: No information available

To create staff development opportunities for new and experienced U.S. history teachers in grades 5-10, the district is partnering with Victoria College, University of Houston-Victoria Library, Texas A&M International, Texas A&M University-Kingsville, South Texas Archives & Special Collections, Texas State Historical Association, Texas State Library and Archives Commission, Texas Parks and Wildlife, Texas Archeological Society, Texas Settlement Region, and Presidio La Bahia. Collaboration will enable monthly seminars, historic site visits, summer institutes, modeling of lessons by master teachers, and development of technology resources for teaching American history, with the overall objective of improving student performance on state American history tests.

Grantee: Weslaco Independent School District, Weslaco, TX

Project Name: Teaching American History

Project Director: Chris Arrendondo (956) 969-6605;

email: carredon@weslaco-isd.net

Funding: \$756,939

Number of Teachers Served: No information available

Number of School Districts Served: 1

Number of Students Served: No information available

In partnership with University of Texas Pan American in Edinburg—known for preparation of bilingual teachers—the district will enroll 16 American History Mentor Teachers in a graduate program to receive a master's degree in history. Aimed at creating a cadre of master teachers who extend their expertise district-wide, the project will train Mentor Teachers in mentoring/coaching skills, technology uses, and development of classroom products addressing needs of all district U.S. history teachers. The project provides professional development activities in history content and pedagogy to additional American history teachers in grades 5, 8, and 11 through intensive 5-day summer colloquia, 10 seminar days each year, a website, and evaluation measures

intended to better prepare teachers to meet new state assessment standards. Content includes: researching primary sources, patterns of settlement, migration and immigration, British colonial policy in North America, the American Revolution, World War II, the 1950s and civil rights, the Cold War and Korean War, and effects of Middle East tensions on the U.S. economy.

Grantee: Weber School District, Ogden, UT

Project Name: UTAH (United Teachers of American History) Alliance

Project Director: Jeff Stephens (801) 476-7875; email: jstephens@weber.k12.ut.us

Funding: \$995,860

Number of Teachers Served: 260

Number of School Districts Served: 1

Number of Students Served: 25,000

UTAH Alliance brings together the school district with Weber State University's Department of History and Social Science Education Center to increase teacher and student knowledge of American history and update pedagogical methods to reflect best practices. All district history teachers will participate in a series of workshops and site visits, receive educational materials and support services including mentoring, and undertake research projects. Intended to nurture active and informed citizens, the project prepares teachers to address new core history requirements through summer institutes, school-year quarterly workshops, symposia, exposure to master teachers, and achievement of certification credits tied to pay-scale points. Content of past Alliance courses has included: Utah and the West, Cold War, the American Presidency, Great Powers of the 20th century, the Asian component, the U.S. at war, ethnic revival and conflict resolution, trans-Mississippi west, women in history, post-Cold War challenges, and other topics.

Grantee: Granite School District, Salt Lake City, UT

Project Name: UTAH (Utah Teachers Academy for History) Institute

Project Director: Mary Alice Rudelich (801) 268-8543; email:

Funding: \$949,984

Number of Teachers Served: 138

Number of School Districts Served: 1

Number of Students Served: 4,080

The district is partnering with Utah Academy of Teachers, the University of Utah, and Westminster College to increase 4th-8th grade teachers' knowledge of American history, diversify pedagogical methods, enhance student appreciation for U.S. history, and develop alternative assessment measures. In year 1, 32 experienced teachers attend an intensive 7-week institute followed by quarterly workshops and classroom observations. In years 2-3, each will mentor 3-4 peer teachers on lesson plans, research practices and instructional strategies. Based on a model exemplified by the Utah Academy of Teachers,

the project will establish the UTAH Institute as a center for comprehensive, ongoing American history teaching resources. In addition to support for a new 12th grade history core on "U.S. Citizenship and Government," training will focus on historical themes such as constitutional politics, civil rights, war and society, race and slavery, and Utah history. Teacher workshops will also stress classroom applications of historical research, technology use, and projects emphasizing writing skills.

Grantee: Caledonia Central Supervisory Union, Danville, VT

Project Name: The Flow of History: Adventures of America in the Connecticut River Valley

Project Director: Fern Tavalin (802) 387-4277; email: tavalin@sover.net

Funding: \$993,923

Number of Teachers Served: 150

Number of School Districts Served: 1

Number of Students Served: 4,500

The project brings together 32 small schools, museum educators, technology integration and higher education specialists to offer American history teachers in grades 4-8 a professional development program composed of summer institutes, museum workshops, study groups with historians and teachers, and teacher exchanges. Aimed at bringing traditional U.S. history into the core curriculum, the project uses two lead schools, Peacham and Barnet as case studies, and features themes, eras and topics inspired by the Connecticut River—recently designated a National Heritage River. The district's partners include Vermont Rural Partnership whose 17 small rural schools will receive additional project support; Vermont Alliance for Social Studies, Lyndon State College, Vermont Museum and Gallery Alliance, and the WEB Project. Potential institute topics include oral traditions, revolution, industrialization, slavery, Civil War, and immigration. Institute attendance and project materials are available to all interested teachers across the state.

Grantee: Fairfax County Public Schools, Fairfax, VA

Project Name: Defining US: The American Experience

Project Director: Sara Shoob (703) 846-8447; email: sara.shoob@fcps.edu

Funding: \$987,585

Number of Teachers Served: 120

Number of School Districts Served: 1

Number of Students Served: No information available

The district will partner with National Council for History Education, George Mason University, George Washington University, and Northern Virginia Community College, with support from Smithsonian Institution, National Archives, Library of Congress and National Park Service, to conduct an extensive professional development program for regular classroom, special education and ESOL teachers of American history. Teachers in

grades 4, 6, 7, and 11 from 20 targeted schools participate in colloquia, institutes, and monthly seminars focusing on historical themes and exemplifying a pedagogical model. Strategies include adaptations for using technology and primary sources and cultivating critical literacy. Additional district teachers will attend seminars. The content responds to knowledge needs identified by U.S. history teachers: Importance of History; Where Are We as Americans?; Foreign Policy: FDR and the U.S. since 1945; 20th Century U.S.; Expansion, Manifest Destiny and Closing the Frontier; Washington's Vision of the American Character; Jefferson's World View; Vietnam War; and World War II to the present.

Grantee: Rockbridge County Public Schools, Lexington, VA

Project Name: Project ALIVE: Bringing Documents of History to Life

Project Director: Alice M. Waddell (540) 463-7386; email: alice_waddell@rcs.rang.k12.va.us

Funding: \$797,927

Number of Teachers Served: 20-54

Number of School Districts Served: 1

Number of Students Served: No information available

Project ALIVE links a rural school division in Virginia's Shenandoah Valley with George C. Marshall Foundation, Colonial Williamsburg Foundation, and the History Department of James Madison University to provide staff development for American history teachers in grades 5, 6, and 11. Designed to strengthen teachers' content knowledge, raise student achievement, develop lead teachers, and create a model transferable to other divisions, the program features graduate classes, summer institutes, seminars, study groups, site visits, research, technology workshops, and follow-up sessions for participants. Many components are available to all American history teachers. The 3-year project is divided into 3 periods of U.S. history—pre-1776-1877, 1877-1949, and 1949-present—providing teachers with the opportunity to earn at least 18 graduate hours in American history and related course work.

Grantee: Newport News Public Schools, Newport News, VA

Project Name: Foundations of Freedom

Project Director: Brenda Winstead (757) 591-4575; email: bwinstea@sbo.nn.k12.va.us mcummings@mde.k12.ms.us

Funding: \$565,494

Number of Teachers Served: 84

Number of School Districts Served: 1

Number of Students Served: No information available

Targeted at 12 low-performing schools with 72 4th and 5th grade history teachers and 12 administrators, the project intends to ensure delivery of high quality U.S. history education as a separate subject matter, raise student achievement by 25% and close the

American history achievement gap of students by 50% over 3 years. Activities include a summer 3-day history colloquia and 7-day history academy and 124 contact hours in structured study groups. The National Council for History Education's leadership team will model collaboration needed among historians, learning specialists and teachers. Jamestown-Yorktown Foundation provides education on early settlement through the American Revolution. Virginia War Museum concentrates on America's wars, 1775-present. Colonial Williamsburg Foundation specializes on the colonial period and American Revolution. Mariners' Museum examines mariners' impact on U.S. history; and Christopher Newport University's History and Education Departments provide additional content and pedagogy..

Grantee: Franklin County Public Schools, Rocky Mount, Virginia
Project Name: Virginia's CHILD (Children's Historical Investigations Leading to Discovery
Project Director: Lisa Angell and Jenny Flora
Funding: \$457,450
Number of Teachers Served: Information not available.
Number of School Districts Served: 1
Number of Students Served: 220

The focus of Virginia's CHILD is to provide opportunities that will increase teachers' knowledge and understand of historical topics and effective teaching and learning methodologies. Two learning models will underlie the project's design: Principles of Instruction Design and Brain-based Learning. The program will be designed to meet the needs of students with learning disabilities. In the 4th and 5th grades, 220 students receive special education services. In addition to preparing the teachers to instruct these students in American history, a project goal is to ensure that all students will be educated in learning environments that are safe, drug-free, and conducive to learning. Content topics include colonial Virginia, the American Revolution, Western expansion, the Civil War, and reconstruction and the 20th century.

Grantee: Russell County Schools
Project Name: The Foundations Project: Settlement, Conflict and Change in American History
Project Director: Barbara Willis (276) 328-0319; email: bmw7c@uvawise.edu
Funding: \$1,000,000
Number of Teachers Served: 100
Number of School Districts Served: 16
Number of Students Served: 2,500

“The Foundations Project” partners two lead LEAs—Scott and Russell County Schools—with Southwest Virginia Public Education Consortium, the University of Virginia, Virginia Tech, a regional history museum, and the Virginia Foundation for the

Humanities in this professional development program for teachers in grades 4-11. Core content includes colonial and revolutionary America emphasizing settlements and national formation, 19th Century America emphasizing the Civil War and Reconstruction; and 20th Century America emphasizing the Cold War and civil rights. Summer seminars taught by expert historians and master teachers are combined with workshops, credit courses, conferences and a mentor program aimed at developing 50 master teachers in the region.

Grantee: Virginia Beach City Public Schools, Virginia Beach, VA

Project Name: You Gotta Have HEART (History Engages, Amazes, Remembers, and Teaches)

Project Director: Georgeanne C. Hribar (757) 427-4471; email: gchribar@vbcpk12.va.us

Funding: \$984,161

Number of Teachers Served: 189

Number of School Districts Served: 1

Number of Students Served: No information available

Addressing teacher education and student learning deficits in the largest school “division” in Virginia, the project offers course work in American history and pedagogy at Virginia Wesleyan College for 6th, 7th, and 11th grade history teachers. The program includes a history speakers’ program, creation of American History Fellows serving as mentors/trainers, provision of primary source material in classrooms, exposure to best practices, historic site visits in Washington, DC, and research and teaching workshops and summer internships related to World War II at the MacArthur Memorial, Hampton Roads Naval Museum, and Children’s Museum of Virginia. Participants earn at least 3 college credits and are encouraged to take additional courses resulting in a History Scholars Program Certificate. History Alive! training focuses on instructional strategies while content addresses themes of conflict, immigration and diversity, and social movements and reform.

Grantee: Williamsburg-James City County Public Schools, Williamsburg, VA

Project Name: Weaving the Fabric of American History

Project Director: Jeffrey O. Smith (757) 253-6781; email: SmithJef@wjcc.k12.va.us

Funding: \$1,000,000

Number of Teachers Served: 600

Number of School Districts Served: 6

Number of Students Served: No information available

Weaving the Fabric of American History is a consortium established by the district with the College of William and Mary, Organization of American Historians, Okmulgee National Monument, First Landing State Park, San Juan National Historic Site, Saugus

Ironworks National Historic Site, George Washington Birthplace, Historic Jamestowne-Colonial National Historic Park to address American history gaps in student achievement and history instructional skills. While 60 teachers will participate in 4-week summer "threads" programs earning 3 graduate credits, 600 will indirectly benefit through companion workshops. Core curricular threads include: meeting of different cultures, economic and social relations, conflicts, opportunities, and colony to democracy. A project website will link with historic sites, National Park Service's Teaching with Historic Places, and Department of Education.

WASHINGTON

Grantee: Educational Service District 101, Spokane, WA

Project Name: Pathways to History: From Local Perspectives to National Understanding

Project Director: Helene Paroff (509) 789-3539; email: hparoff@esd101.net

Funding: \$745,311

Number of Teachers Served: 140

Number of School Districts Served: 3

Number of Students Served: 700

"Pathways to History" partners a 7-county rural district with Eastern Washington University's (EWU) Living History Institute for Teaching American History and Northwest Museum of Arts and Culture to provide workshops, distance learning, and on-campus study for 60 teacher participants and 80 additional teachers served by new Teachers as Historians networks. The project builds instructional skills; encourages study of U.S. history as a lifelong pursuit; provides access to websites and museum collections; encourages teachers to incorporate Geographical Information System adventures into classrooms; and increases artifacts' use in pre-service history education. The curriculum focuses on local history to deepen understanding of national events: Year 1, Roads, Trails and Journeys, dealing with migration; Year 2, Mingling of Peoples, focusing on immigrants; Year 3, Northwest Hometowns and the Nation, including the Depression of 1893, Spanish-American War, World War I, and Influenza Epidemic of 1919.

Grantee: Educational Service District 112, Vancouver, WA

Project Name: Engaging the American Past

Project Director: Jon Nelson (360) 750-7500; email: jon.nelson@esd112.org

Funding: \$994,611

Number of Teachers Served: 744

Number of School Districts Served: 30

Number of Students Served: No information available

The project will engage 240 in-service and 24 pre-service teachers in at least 80 schools, grades K-12, in summer institutes and evening seminars as members of an American Past

Leadership Corps. Linked activities include historical content, interpretation methods, and teaching strategies designed to develop teacher leaders. An additional 480 teachers will receive training and mentoring, participate in colloquia, and use project materials. Washington State University-Vancouver, Vancouver School District, Vancouver National Historic Reserve, and the Center for Columbia River History are partnering with the service district to provide sustained staff development. Based on an overarching theme, "Becoming American in the Pacific Northwest," subject matter will range from the Lewis and Clark expedition and movement of African-Americans from the South during World War II, to contemporary immigration from East Asia and Latin America. Issues of democracy and diversity will be grounded in specific historical periods. The state's interactive video system, K-20, will transmit lessons by Leadership Corps teachers to peers and pre-service teachers.

WEST VIRGINIA

Grantee: Regional Education Services Agency I, Beckley, WV

Project Name: The Southern West Virginia American History Teaching Project

Project Director: William O'Brien (304) 255-0793; email: obrien@concord.edu

Funding: \$988,818

Number of Teachers Served: 150

Number of School Districts Served: 12

Number of Students Served: No information available

This effort to reinvigorate study of traditional American history partners 12 school districts with the National Association of Scholars, National Writing Board, West Virginia Humanities Council, West Virginia Center for Professional Development, and West Virginia Public Broadcasting in a professional development program for elementary, middle and high school teachers. Participants in summer academies develop research-driven modules later taught to students. Effectiveness is measured by numbers of students registering for AP history classes and passing AP, reading and writing tests. Content covers: colonial America 1650-1750; independence and Constitution making; the "common man" in Jacksonian America; slavery questions; industrialism, labor, ideological compromise and the welfare state; West Virginian insights on the immigrant experience 1900-1945; rights, liberties and choices; West Virginia as a case study in nation building and economic development; America and the world before and after 9/11. Concord College will use the project as a model for its in-field master's American history program.

WISCONSIN

Grantee: Cooperative Educational Service Agency #12, Ashland, WI

Project Name: Cross River History Education Consortium

Project Director: Dorothy Zeisler-Vralsted (540) 463-7386; email: zeisler.doro@uwlax.edu

Funding: \$876,372

Number of Teachers Served: 26

Number of School Districts Served: 22

Number of Students Served: No information available

Districts in Wisconsin and Minnesota will partner with the National Council on History Education (NCHE) and University of Wisconsin-La Crosse to provide an intensive professional development program in history education for K-8th grade teachers. Major program components include a pre-colloquia assessment including participant input, 3 5-day colloquia focusing on "People, Places and Events," 6 2-day retreats, email conferrals, and creation of a project web site. Largely content-based, the program allows participants to earn the equivalent of a college minor, encourages professional networking through establishment of state chapters of NCHE, and familiarizes teachers with primary sources as a strategy for developing student participation in National History Day.

Grantee: Cooperative Educational Service Agency #10, Chippewa Falls, WI

Project Name: Teaching American History

Project Director: Patricia T. Turner (715) 878-9678; email: turnerpr@uwec.edu

Funding: \$999,822

Number of Teachers Served: 220

Number of School Districts Served: 30

Number of Students Served: 5,205

The school districts will work in partnership with the University of Wisconsin-Eau Claire, Chippewa Valley Museum, and National History Day, Inc., to provide an intensive professional development public history program for American history teachers in grades 4-12 in 30 school districts in west-central Wisconsin. The 12-15 credit certificate year-round "Learning by Doing" program includes content courses, hands-on experience in methods, technology uses and group assessments, peer mentoring, design and implementation of curriculum modules, student projects, and an 80-hour internship in museum settings. The school districts and partners will collaborate in designing and

implementing standardized classroom tests as part of the overall effort to strengthen teacher knowledge of American history.

Grantee: Cooperative Educational Service Agency No. 7, Green Bay, WI

Project Name: Northeast Wisconsin Teaching American History Program

Project Director: James S. Cole (920) 492-5960; email: jcoles@cesa7.k12.wi.us

Funding: \$822,146

Number of Teachers Served: 210

Number of School Districts Served: 20

Number of Students Served: No information available

Designed collaboratively with the University of Wisconsin-Green Bay, this professional development program for American history teachers has 5 additional partners: Wisconsin Historical Society's Area Research Center, Neville Public Museum, Heritage Hill State Park, *Voyageur Magazine*, and Institute for Learning Partnership. Activities include 2 summer institutes and 6 Saturday workshops yearly; creation of a companion website and CD-ROM for each institute that would be available to all teachers; development of 3 supplementary teaching issues of *Voyageur Magazine* based on workshop discussions; and organization of National History Day events in the region. Teachers from all 70 urban and rural schools in the region will participate on a first-come-first serve basis, with efforts made to ensure participation from underachieving schools. Year 1 topics cover the Constitution, Progressive era, American military history since the Civil and Cold Wars. Content knowledge is combined with education on effective U.S. history teaching, site visits, and development of historical methods and professional tools.

